

ENGLISH - ACADEMIC

EAE1D

9^e année

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Le ministère de l'Éducation a fourni une aide financière pour la réalisation de ce projet mené à terme par le CFORP au nom des douze conseils scolaires de langue française de l'Ontario. Cette publication n'engage que l'opinion de ses auteures et auteurs.

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COURSE PROFILE FRAMEWORK

COURSE OVERVIEW	UNITS	ACTIVITIES INFORMATION
Space reserved for the school (to be completed)		
Description/Rationale	Unit Description	Description
Unit Titles	Strands and Expectations	Strands and Expectations
Unit Descriptions	Activity Titles	Planning Notes
Teaching/Learning Strategies	Prior Knowledge Required	Prior Knowledge Required
Assessment/Evaluation Techniques	Unit Planning Notes	Activity Instructions
Resources	Crosscurricular Links	Assessment/Evaluation Techniques
OSS Policy Applications	Teaching/Learning Strategies	Resources
Course Evaluation	Assessment/Evaluation Techniques	Appendices
	Accommodations (for students with special needs)	
	Security	
	Resources	

**TABLE OF OVERALL EXPECTATIONS
AND SPECIFIC EXPECTATIONS**

ENGLISH (Academic)		Units				
<i>Strand: Literature Studies and Reading</i>		1	2	3	4	5
Overall Expectations						
EAE1D-LR-OE.1	read various forms of literary and informational texts, with a focus on short stories, a novel, plays, and newspaper and magazine articles, and explain their defining characteristics;	1.1 1.2 1.3 1.4 1.5	2.1 2.2 2.3 2.4 2.5 2.6 2.7	3.1 3.2 3.3 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-OE.2	use textual cues to determine the meaning of the text and unfamiliar words;	1.1 1.2 1.3 1.4 1.5 1.6 1.7	2.1 2.2 2.3 2.6 3.4	3.1 3.2 3.3 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-OE.3	explain literary/stylistic devices, making judgements about their effectiveness;	1.2 1.6	2.2 2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-LR-OE.4	apply appropriate research strategies to locate and use information from a variety of print and electronic sources;	1.1	2.1 2.3 2.5	3.4 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-OE.5	make well-supported judgements about the effectiveness of various texts, based on prior knowledge, experiences, and beliefs.	1.2 1.3 1.5 1.6	2.1 2.5 2.6	3.4		
Specific Expectations: Forms and Techniques						
EAE1D-LR-For.1	read various forms of literary texts and informational texts for different purposes;	1.1 1.2 1.3 1.4 1.5 1.6	2.1 2.2 2.3 2.4 2.5 2.6 2.7	3.1 3.2 3.3 3.4 3.5 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Literature Studies and Reading</i>		1	2	3	4	5
EAE1D-LR-For.2	interpret the main elements of fiction: plot, character, setting, theme, conflict, and narrative point of view;	1.1 1.2 1.3 1.4 1.5 1.6	2.2 2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.4 3.5	4.5	
EAE1D-LR-For.3	recognize literary/stylistic devices that convey meaning and create effect in informational texts;	1.2	2.3	3.4 3.5		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-For.4	explain how a range of literary/stylistic devices enhance a reader's understanding of a text;	1.2 1.3 1.6	2.2 2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.3 5.4 5.5 5.7
EAE1D-LR-For.5	demonstrate an awareness of the effect on an audience of content, form, and diction;	1.6 1.7	2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-For.6	differentiate between literal language and figurative language;		2.4 2.5	3.5	4.1 4.2 4.3 4.4 4.5 4.6	5.1 5.2 5.3 5.4 5.5 5.7
EAE1D-LR-For.7	compare and contrast the meaning of familiar and unfamiliar words with their French equivalents, to extend vocabulary;	1.2	2.5	3.1 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-For.8	identify intentional variations in language conventions that create a particular effect;	1.6	2.7	3.3 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Literature Studies and Reading</i>		1	2	3	4	5
Specific Expectations: Strategies and Cues						
EAE1D-LR-Str.1	read literary and informational texts independently, adjusting reading strategies according to purpose and complexity of task;	1.1 1.2 1.3 1.4 1.5 1.6 1.7	2.1 2.2 2.3 2.4 2.5 2.6	3.2 3.3 3.4 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-Str.2	read silently and out loud, adapting speed to purpose and type of reading material;	1.1 1.2 1.3 1.4 1.5 1.6	2.1 2.2 2.3 2.4 2.5 2.6	3.4 3.5 3.6	4.1 4.2 4.3 4.4 4.6 4.7	
EAE1D-LR-Str.3	identify and make use of textual cues to clarify and confirm meaning;	1.1 1.2 1.3 1.4 1.5 1.7	2.1 2.6	3.1 3.2 3.3 3.4 3.5 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-Str.4	identify and use the characteristics of various texts to clarify and confirm meaning;	1.3 1.4 1.6	2.2 2.3 2.4 2.5 2.6	3.2 3.3 3.4 3.5 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-Str.5	apply various strategies to determine the meaning of unfamiliar words;	1.1 1.3 1.6 1.7	2.2 2.3 2.5 2.7	3.2 3.4 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-Str.6	locate specific information and verify the meaning of unfamiliar words by consulting a variety of print and electronic sources;	1.1 1.2 1.7	2.1 2.2 2.3 2.5 2.6 2.7	3.3 3.4 3.5 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Literature Studies and Reading</i>		1	2	3	4	5
EAE1D-LR-Str.7	use strategies to expand vocabulary, with a focus on reading widely, keeping a personal word list, and using reference sources as well as word roots, prefixes, and suffixes to determine the meaning of unfamiliar words;	1.1 1.3 1.4 1.5 1.7	2.1 2.2 2.3 2.5 2.6 2.7	3.1 3.2 3.3 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-Str.8	apply study and research skills such as rereading, highlighting, note-taking, and organizing information into tables or charts to further their understanding of a text and to complete specific tasks;	1.1 1.2 1.3 1.4 1.5 1.6	2.1 2.2 2.3 2.4 2.5 2.6	3.3 3.4 3.5 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
Specific Expectations: Investigation and Analysis						
EAE1D-LR-Inv.1	distinguish between fact and opinion in texts;	1.3 1.5 1.6				5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-Inv.2	identify and interpret main and secondary ideas in texts for different purposes;	1.1 1.4 1.5 1.6	2.1	3.1 3.2 3.4 3.5 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-Inv.3	summarize ideas and information from a variety of sources to research a specific topic;		2.1 2.3 2.5	3.2 3.4 3.6		5.1 5.2 5.3 5.4 5.5 5.7
EAE1D-LR-Inv.4	make judgements and draw conclusions about the effectiveness of a text on the basis of personal experiences, previous knowledge, and a comparison with other texts;	1.2 1.3 1.5	2.1 2.5 2.6	3.4		
EAE1D-LR-Inv.5	express in a chosen form their reflections on the values expressed in a work of literature;	1.4 1.5	2.5 2.6	3.1 3.2	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.7

ENGLISH (Academic)		Units				
<i>Strand: Literature Studies and Reading</i>		1	2	3	4	5
EAE1D-LR-Inv.6	outline the plot of a narrative text, noting the progression of events;	1.2 1.4	2.2 2.3 2.4 2.5 2.6	3.4 3.5		
EAE1D-LR-Inv.7	explain the motivation and evolution of main characters in works of fiction, making reference to key passages;		2.2 2.5 2.6	3.1 3.2 3.5		5.1 5.2 5.3 5.7
EAE1D-LR-Inv.8	interpret the theme of a literary text, formulating a thematic statement and citing key passages as evidence;	1.5	2.5 2.6	3.1 3.2 3.3 3.5		5.1 5.3 5.7
EAE1D-LR-Inv.9	make connections between elements of fiction;	1.1 1.2 1.3 1.4 1.5 1.6	2.2 2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.5		
EAE1D-LR-Inv.10	respond to texts by answering questions that require prediction, interpretation, and speculation, comparing their own responses with those of peers to extend understanding;	1.1 1.2 1.3 1.4 1.5 1.6	2.2 2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.4 3.5		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-Inv.11	develop and clarify an opinion on a given topic with evidence based on research;			3.2		5.1 5.2 5.3 5.4 5.5 5.7
EAE1D-LR-Inv.12	recognize and respond to bias, stereotypes, and prejudice in literary and informational texts;	1.5				5.1 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-Inv.13	respond to literary and informational texts from various cultures and/or historical periods, demonstrating an awareness of purpose, audience, and context;	1.1 1.2 1.3 1.6		3.1 3.2 3.3 3.4 3.5 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Literature Studies and Reading</i>		1	2	3	4	5
EAE1D-LR-Inv.14	make connections between knowledge of the personal background of the author and the text under study to enhance their understanding and interpretation;	1.1 1.3	2.2 2.3 2.4 2.5	3.1 3.3 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-LR-Inv.15	make inferences by interpreting literal and figurative meanings of words and phrases;		2.2 2.3 2.4 2.5	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-LR-Inv.16	retrieve information related to future career choices from texts and report on it;		2.5			5.1 5.3 5.4 5.5 5.7
Specific Expectations: Critical Thinking						
EAE1D-LR-Crit.1	identify and reflect on the multiple purposes of reading in today's society;	1.2 1.6	2.4 2.6			
EAE1D-LR-Crit.2	gain insight into their own ideas, opinions, and career choices by exploring the ideas of others in Canadian and international texts;	1.4 1.5 1.6	2.5	3.2	4.1 4.3 4.4 4.5 4.6 4.7	
EAE1D-LR-Crit.3	defend their opinion of a text by citing examples and giving evidence from the text, their personal experience, and previous knowledge;	1.3 1.4 1.5 1.6	2.3 2.5 2.6		4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-LR-Crit.4	explain how authors use various literary/stylistic devices to convey emotions, ideas, and opinions, and comment on the effectiveness of these devices;	1.1 1.2 1.6	2.2 2.3 2.4 2.5 2.6	3.1 3.3	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-LR-Crit.5	interpret various forms of literature, demonstrating an appreciation for the artistry of expression.	1.1 1.3 1.6	2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.4 4.5 4.6 4.7	

ENGLISH (Academic)		Units				
<i>Strand: Writing</i>		1	2	3	4	5
Overall Expectations						
EAE1D-W-OE.1	communicate ideas, information, and opinions with clarity, precision, and creativity in a variety of narrative, descriptive, and expository forms, with a focus on paragraphs, essay-type answers, and a research report;	1.1 1.2 1.4 1.5 1.6 1.7 1.8	2.1 2.2 2.3 2.4 2.5 2.6 2.7	3.1 3.2 3.3 3.4 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-OE.2	respond to texts under study through creative writing;	1.2 1.4 1.6 1.8	2.1 2.2 2.3 2.4 2.5 2.6	3.1 3.2 3.5 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-W-OE.3	develop a controlling idea convincingly and logically in a multi-paragraph text with the use of information from a variety of texts and electronic resources;	1.5	2.3			5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-OE.4	apply a process approach to writing according to the form, purpose, and audience of the material, and with attention to sentence structure and the conventions of language;	1.1 1.2 1.4 1.5 1.6 1.7 1.8	2.1 2.2 2.3 2.7	3.1 3.2 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-W-OE.5	apply research strategies to organize and document information from a variety of reference texts and electronic resources;	1.5	2.1 2.3 2.6	3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-OE.6	write creative and critical responses to ideas and information contained in texts and oral presentations, or stemming from personal experiences.	1.1 1.2 1.3 1.4 1.5 1.6 1.8	2.2 2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Writing</i>		1	2	3	4	5
Specific Expectations: Forms and Techniques						
EAE1D-W-For.1	write unified and coherent narrative texts, integrating characteristics appropriate to the form selected;	1.2 1.3 1.4 1.6 1.8	2.1 2.5 2.6 2.7	3.2 3.5 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-For.2	write descriptive paragraphs on a particular point of view or impression, which contain a topic sentence, a concluding sentence, and relevant supporting details;	1.1 1.4	2.2 2.3 2.6			
EAE1D-W-For.3	convey their research in various expository forms that contain clear, accurate, and complete information free of irrelevant details;	1.5	2.1 2.2 2.7	3.4 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-For.4	write a multi-paragraph research report on a given topic or literary text, conveying information and ideas from at least five print and/or electronic resources;			3.6		
EAE1D-W-For.5	develop arguments to support opinions convincingly in written texts, demonstrating awareness of form, purpose, audience, and context;		2.6	3.1 3.2 3.4 3.5 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-For.6	write informational texts based on research related to career interests or other topics, setting out ideas in a clear and logical sequence	1.2		3.3 3.4 3.6		5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-For.7	write one-paragraph responses to questions on print and media texts: - with an opening sentence that repeats the key words in the question; - with two or three sentences that answer the question, referring to a specific passage and relevant details in the text; and - with a closing statement that summarizes the key idea;	1.1 1.3 1.4 1.5 1.6	2.2 2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.4 3.5		5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Writing</i>		1	2	3	4	5
EAE1D-W-For.8	convey ideas and facts clearly and concisely in a three-paragraph unit with a recognizable opening, body, and concluding paragraph, using transitional devices effectively to link paragraphs;	1.2 1.4 1.5 1.6 1.8	2.2 2.3	3.1 3.2 3.4 3.5 3.6		5.1 5.2 5.3 5.4 5.5 5.7
EAE1D-W-For.9	integrate literary elements of texts under study in creative writing assignments;	1.3 1.4 1.6	2.3 2.4 2.5 2.6	3.1 3.2 3.5		
EAE1D-W-For.10	apply knowledge of literary forms and literary/stylistic devices for originality and effect in creative writing assignments;	1.2 1.3 1.4 1.6 1.8	2.3 2.6	3.2 3.5	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-W-For.11	use vivid descriptive vocabulary that appeals to the senses of sight, hearing, touch, taste, and smell;	1.1 1.3 1.4 1.7	2.2 2.3 2.4 2.5	3.2 3.5 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.3 5.4 5.7
EAE1D-W-For.12	incorporate newly learned vocabulary from literature and other fields of study into written texts;	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8	2.1 2.3	3.1 3.3 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-For.13	use vocabulary-building strategies to enhance their writing;	1.1 1.2 1.4 1.5 1.6 1.7 1.8	2.1 2.3 2.6	3.1 3.2 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-For.14	vary levels of language and tone to suit purpose and audience;	1.3 1.5 1.6 1.7	2.3 2.4 2.6	3.1 3.2 3.4 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Writing</i>		1	2	3	4	5
Specific Expectations: Writing as a Process						
EAE1D-W-Proc.1	maintain a writing folder, including drafts and final products;	1.1 1.2 1.4 1.5 1.6 1.7 1.8	2.1 2.2 2.3 2.7	3.1 3.2 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Proc.2	select a topic and generate ideas using strategies such as brainstorming, exploring print and electronic resources, and discussing with peers;	1.1 1.2 1.3 1.5 1.6 1.7 1.8	2.1 2.2 2.3	3.1 3.2 3.4 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Proc.3	choose an appropriate form for a piece of writing;	1.2 1.3 1.4 1.5 1.6 1.7 1.8	2.1 2.2 2.3 2.6	3.1 3.2 3.3 3.4 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Proc.4	organize and present ideas logically;	1.2 1.4 1.5 1.6 1.8	2.1 2.2 2.3 2.7	3.1 3.2 3.3 3.4 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Proc.5	revise and edit drafts for clarity and effectiveness of ideas, individually and collaboratively;	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8	2.1 2.2 2.3 2.7	3.1 3.2 3.3 3.4 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Proc.6	edit and proofread final drafts, focusing on conventions of language and sentence structure, and using dictionaries, word processing resources, and feedback from peers and teacher;	1.2 1.3 1.4 1.5 1.6 1.7 1.8	2.1 2.2 2.3 2.6 2.7	3.1 3.2 3.3 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Proc.7	apply technological resources to produce a polished piece of writing that is clear, neat, legible, and formatted to reach audiences in different ways;		2.1 2.2 2.7	3.1 3.2 3.3 3.4 3.5 3.7	4.1 4.2 4.3 4.4 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
Strand: Writing		1	2	3	4	5
Specific Expectations: Grammar and Usage, Spelling and Punctuation						
EAE1D-W-Gram.1	apply rules of subject-verb agreement, including those that apply to compound subjects, indefinite pronouns, inverted subjects, and collective nouns;				4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Gram.2	use verb tenses consistently, applying passive and active voices of present, past, and future tenses in the indicative, progressive, and perfect modes;				4.3 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Gram.3	use parts of speech correctly, with a focus on pronouns;	1.6	2.1 2.3	3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Gram.4	write sentences correctly, avoiding the following sentence errors: sentence fragments, run-on sentences, comma splices, and dangling modifiers;	1.2 1.4 1.5 1.6 1.7 1.8	2.1 2.3 2.5 2.6 2.7	3.2 3.6		
EAE1D-W-Gram.5	refine the use of sentence structures and apply appropriate devices to combine sentences;	1.4 1.5 1.7	2.2 2.3 2.4 2.5 2.7	3.2 3.4 3.5 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Gram.6	demonstrate understanding of spelling patterns by correctly spelling words that are confusing because they look or sound alike or because they differ only slightly in meaning or spelling from the French ;	1.1 1.5 1.7			4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-W-Gram.7	use a variety of strategies to spell words correctly;	1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8	2.2 2.3 2.4 2.5 2.6 2.7	3.2 3.3 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Writing</i>		1	2	3	4	5
EAE1D-W-Gram.8	expand knowledge of spelling and vocabulary through the study of Greek and Latin prefixes, suffixes, and words;	1.1 1.7		3.1 3.4 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-W-Gram.9	use correctly the following punctuation marks: comma, quotation mark, semicolon, colon, parentheses, and apostrophe;	1.2 1.5 1.8	2.2 2.3	3.3 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Gram.10	adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry;	1.3 1.6	2.1	3.1 3.2 3.3 3.5 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-W-Gram.11	vary format for scripts and poetry;	1.3	2.1 2.5	3.1 3.2 3.5 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
Specific Expectations: Research as a Process						
EAE1D-W-Res.1	determine information needs and plan a research process;		2.1	3.4 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Res.2	locate and record research, avoiding plagiarism: take notes, highlight key information, record references, write comments or questions about material read, paraphrase information, and map ideas;	1.1	2.1 2.5	3.4 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Res.3	classify and categorize information and ideas for written work, discarding irrelevant information;		2.1	3.4 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Writing</i>		1	2	3	4	5
EAE1D-W-Res.4	regroup data to make connections, ordering information by sub-topics, and evaluating the relevance, accuracy, and completeness of information and ideas gathered;		2.1	3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Res.5	summarize information and organize key points according to a point-form outline;			3.4 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Res.6	make connections between information, personal experiences, and interests, especially career interests;	1.5	2.5	3.2 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Res.7	cite evidence and examples to support ideas selected from a range of print and electronic resources;	1.5	2.6	3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Res.8	use effectively formal vocabulary and newly learned words that pertain to the research topic or field of study;	1.5	2.1 2.5	3.5 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Res.9	incorporate charts, diagrams, and graphs from research material into written texts;			3.6		5.1 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Res.10	apply basic elements of a standard research methodology in the presentation of information, including references, title pages, and tables of contents;		2.1	3.5 3.6		5.1 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Writing</i>		1	2	3	4	5
Specific Expectations: Critical Thinking						
EAE1D-W-Crit.1	respond in written assignments to print and media texts on the basis of personal experiences and to express values;	1.1 1.2 1.4 1.5 1.8	2.1 2.5 2.6	3.1 3.2 3.4 3.5 3.6	4.2 4.3 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Crit.2	appraise their own and others' written texts according to form, purpose, audience, and conventions of language;	1.1 1.2 1.4 1.5 1.6 1.7 1.8	2.2 2.3 2.5 2.7	3.1 3.2 3.4 3.5		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Crit.3	demonstrate originality in writing narrative and informational texts;	1.2 1.3 1.4 1.6 1.8	2.1 2.3 2.4 2.5 2.6	3.1 3.2 3.3 3.5		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Crit.4	make connections in a response journal between personal experiences and material in literary and informational texts;	1.1 1.2 1.3 1.4 1.5 1.6	2.6	3.1 3.2 3.4 3.5 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-W-Crit.5	examine the effects of various literary/stylistic devices on content and audience.	1.1 1.2 1.6	2.2 2.6	3.5 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Oral Communication</i>		1	2	3	4	5
Overall Expectations						
EAE1D-O-OE.1	demonstrate active and attentive listening skills by identifying, taking notes on, and interpreting main and secondary ideas in presentations;	1.2 1.3	2.1 2.2 2.3 2.4 2.5	3.1 3.3 3.4 3.5 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-OE.2	speak clearly and confidently in formal and informal situations to suit purpose and audience, applying conventions of language correctly;	1.1 1.3 1.4 1.5 1.6	2.1 2.2 2.3 2.4 2.5 2.6 2.7	3.1 3.2 3.3 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-OE.3	participate in small and large group discussions, observing the courtesies of group discussion;	1.1 1.2 1.3 1.4 1.5 1.6 1.7	2.1 2.2 2.3 2.4 2.5 2.7	3.1 3.2 3.3 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-OE.4	ask relevant questions and formulate opinions about ideas presented and techniques used in oral presentations.	1.1 1.3	2.1 2.2 2.5	3.3 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
Specific Expectations: Forms and Techniques: Listening						
EAE1D-O-ForList.1	listen attentively to a variety of texts and presentations from teacher and peers to gain information and insight;	1.1 1.2 1.3 1.4 1.5 1.6 1.7	2.1 2.2 2.3 2.4 2.5 2.6 2.7	3.1 3.3 3.4 3.5 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAD1D-O-ForList.2	listen actively to others and provide appropriate feedback ;	1.1 1.3 1.7	2.1 2.2 2.5	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Oral Communication</i>		1	2	3	4	5
EAE1D-O-ForList.3	identify characteristics of oral communication and its advantages and disadvantages relative to the purpose of the communication;			3.2 3.3 3.5		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-ForList.4	recognize and recall main ideas in the oral presentations of others;	1.3	2.1 2.3	3.1 3.3 3.4 3.5	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-ForList.5	confirm meaning by restating the main and secondary ideas in oral presentations;		2.3 2.4	3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-ForList.6	incorporate ideas and information from oral presentations into journal entries, research notes, and drafts;	1.5 1.6	2.3	3.1 3.3 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-ForList.7	follow complex verbal instructions to complete personal and school-related tasks;	1.1 1.3 1.7	2.2	3.1 3.3 3.5 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-ForList.8	identify factors that interfere with good listening ;				4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
Specific Expectations: Forms and Techniques: Speaking						
EAE1D-O-ForSpea.1	deliver an oral reading of prose, poetry, or other literature with attention to pronunciation and intonation;	1.1 1.6	2.2	3.1 3.2 3.3 3.4 3.5	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Oral Communication</i>		1	2	3	4	5
EAE1D-O-ForSpea.2	deliver a formal presentation on a work of fiction under study, explaining their interpretation of one or more elements of fiction;		2.2 2.3 2.4 2.5 2.6	3.3 3.5	4.1 4.2 4.3 4.4 4.5 4.6 4.7	
EAE1D-O-ForSpea.3	speak clearly and confidently, with the help of notes on a given topic, applying conventions of language correctly and ordering ideas according to a defined plan;		2.1 2.3 2.4 2.5 2.6 2.7	3.1 3.3 3.4 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-ForSpea.4	use strategies to expand vocabulary;	1.1	2.1 2.3 2.6	3.1 3.3 3.4 3.5 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-ForSpea.5	use appropriate vocabulary in oral communications to suit purpose and audience of peers;	1.1 1.5	2.1 2.2 2.3 2.4 2.5	3.1 3.2 3.3 3.4 3.5 3.6 3.7		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-ForSpea.6	use correctly in formal and informal situations newly learned vocabulary that suits the topic presented and the audience;	1.1 1.2 1.3 1.4 1.5 1.6	2.1 2.2 2.3 2.5 2.6	3.1 3.2 3.3 3.4 3.5 3.6	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-ForSpea.7	identify and explain examples of slang, jargon, dialect, colloquialisms, and standard English usage in spoken texts;	1.6 1.7				
EAE1D-O-ForSpea.8	use appropriate transitional devices to indicate a series of important points according to a specific sequence;	1.1 1.2 1.3 1.5 1.6		3.1 3.4 3.5 3.6 3.7		
EAE1D-O-ForSpea.9	use effectively an audio or visual aid for various purposes in a formal presentation;	1.1	2.1 2.2 2.4	3.1 3.3 3.4 3.5 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Oral Communication</i>		1	2	3	4	5
Specific Expectations: Group Skills						
EAE1D-O-GrSk.1	collaborate in the preparation, revision, and rehearsal of a group presentation;	1.1 1.3 1.4 1.7	2.1 2.2 2.4 2.5 2.7	3.1 3.3 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-GrSk.2	practise the different roles involved in group work: chairing, note-taking, participating, moderating, and reporting;	1.3 1.4 1.7	2.1 2.2 2.4 2.7	3.1 3.3 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-GrSk.3	seek and integrate suggestions of group members and others in preparing and delivering presentations and productions;	1.1 1.3 1.4 1.5 1.6 1.7	2.1 2.2 2.4 2.5 2.7	3.1 3.3 3.5 3.6 3.7	4.1 4.2 4.3 4.4 4.5 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
Specific Expectations: Critical Thinking						
EAE1D-O-Crit.1	ask relevant questions and formulate opinions about ideas presented in formal and informal presentations;	1.1 1.2 1.3 1.4 1.5 1.6	2.2 2.4	3.1 3.2 3.3 3.5 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-Crit.2	express constructive opinions on the ideas presented and techniques used in oral communications, taking into consideration their own and others' points of view;	1.1 1.3	2.1 2.2 2.5	3.3 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-O-Crit.3	demonstrate an understanding of the importance of oral communication skills for personal and academic purposes.	1.3	2.1 2.2	3.3 3.6		5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Media Studies</i>		1	2	3	4	5
Overall Expectations						
EAE1D-M-OE.1	view and listen to a range of media texts, identifying their messages and their target audiences;	1.2 1.3 1.5	2.1 2.2 2.4	3.1 3.3 3.5 3.6	4.2 4.3 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-OE.2	identify and describe characteristics of various media;	1.5 1.6	2.1	3.2		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-OE.3	produce independently and/or collaboratively a short and original media production on a topic under study, using appropriate techniques;	1.3 1.5	2.1 2.2 2.3 2.4 2.5 2.6	3.5	4.1 4.2 4.4	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-OE.4	assess media works for their effectiveness and their impact on the intended audience.	1.3	2.2 2.4 2.5	3.2 3.3	4.2	5.1 5.2 5.3 5.4 5.5 5.6 5.7
Specific Expectations: Forms and Techniques						
EAE1D-M-For.1	produce a short, original media text that respects the characteristics of the chosen form and is based on the interpretation of one or more elements of a work of fiction under study;	1.3	2.1 2.2 2.3 2.4 2.5 2.6	3.3 3.5	4.2 4.6	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-For.2	present in a media production research and opinions about issues and topics arising from texts under study;	1.3	2.1	3.5	4.1 4.2 4.3 4.4 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-For.3	explain the impact of various production techniques used in the creation of their own media texts;		2.1			5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Media Studies</i>		1	2	3	4	5
EAE1D-M-For.4	observe common courtesies in e-mail correspondence;		2.4 2.5			5.1 5.2 5.3 5.4 5.5 5.6 5.7
Specific Expectations: Investigation and Analysis						
EAE1D-M-Inv.1	identify the characteristics of various media texts and describe how these characteristics vary according to purpose and audience;	1.5 1.6				5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-Inv.2	interpret the elements of fiction as they appear in a particular medium;	1.2 1.3 1.5 1.6	2.4	3.1 3.2 3.3 3.6	4.2 4.3 4.4 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-Inv.3	identify the elements of verbal and non-verbal communications;					5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-Inv.4	explore advertisements in various media, identifying techniques, claims, and appeals;					5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-Inv.5	explain the impact of advertising on their daily lives;					5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-Inv.6	recognize stereotypes and prejudice in various media texts;	1.5				5.1 5.2 5.3 5.4 5.5 5.6 5.7

ENGLISH (Academic)		Units				
<i>Strand: Media Studies</i>		1	2	3	4	5
EAE1D-M-Inv.7	explain how a media text can be adapted for different target audiences;	1.6				5.1 5.2 5.3 5.4 5.5 5.6 5.7
Specific Expectations: Critical Thinking						
EAE1D-M-Crit.1	examine the impact of advertising and other popular media on personal values and behaviours;	1.3 1.5		3.2	4.1 4.2 4.3 4.4 4.6 4.7	5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-Crit.2	make judgements about the effectiveness of various media texts, justifying their preferences with specific examples;	1.2 1.5	2.4	3.3		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-Crit.3	identify the presentation techniques used to help the audience grasp the message, theme, or main point of, and maintain its interest in, a media production;	1.6	2.4			5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-Crit.4	compare and analyse their own and peers' reactions to various media works;	1.5	2.4	3.1		5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-Crit.5	respond critically to various types of information in media texts, for personal and/or academic purposes, expressing opinions about the messages conveyed;	1.3 1.5 1.6	2.1 2.5			5.1 5.2 5.3 5.4 5.5 5.6 5.7
EAE1D-M-Crit.6	demonstrate an understanding of the importance of media literacy for personal and academic purposes.	1.5				

COURSE OVERVIEW EAE1D

Space reserved for the school (*to be completed*)

School :	School District :
Department :	Department Head :
Course Developer(s) :	Date :
Course Revisor(s) :	Date:
Course Title : English-Academic EAE1D	Grade : Grade 9
Course Type : Academic	School Course Code :
Secondary Policy Document: English	Publication Date: 1999
Ministry Course Code: EAE1D	Credit Value: 1

Description/Rationale

This course uses a process approach to help students further their skills in reading, writing, and oral and visual communication. Students will develop their creative and critical thinking skills through the investigation of literary, informational and media texts, with a focus on the short story, the novel, plays, poetry, and newspaper and magazine articles. The course promotes clear and correct communication. Successful completion of this course prepares students for Grade 10 Academic or Applied English.

Unit Titles (in sequence)

Unit 1: Short Story-Exploring Fiction	Time: 24 hours
Unit 2: Novel-Prove It	Time: 21 hours
Unit 3: Drama-Introduction to Shakespeare	Time: 25 hours
Unit 4: Poetry-Who Am I ?	Time: 20 hours
Unit 5: Media Studies-The 5W's	Time: 20 hours

Unit Descriptions

Unit 1: Short Story - Exploring Fiction

In the Short Story unit, students will develop their ability to read and interpret short stories. They will demonstrate their learning through various reading, writing, speaking and listening activities with attention to the writing process. Students will apply their knowledge of the literary elements and devices in a relevant context through their journal responses, opinion texts, narrative texts, an autobiographical sketch and oral presentations. The study of the conventions of language and the development of media literacy are integrated into their exploration of the short story.

Unit 2: Novel - Prove It

In the Novel unit, students will develop their knowledge of literary forms and techniques by exploring the crime/ detective story and the mystery novel, in this case a novel by Agatha Christie. They will demonstrate their learning through reading, writing, speaking and listening activities that include journal responses, narrative writing, role-playing and a research report. The study of the conventions of language and the development of media literacy skills are integrated in their study of the novel.

Unit 3: Drama - Introduction to Shakespeare

In the Drama unit, students will develop their understanding of current and traditional forms of drama and apply their knowledge of literature to explore comedy, romance, fantasy and myths through their study of a Shakespeare play. They will demonstrate their learning through reading, writing, speaking, and listening activities that include journal responses, the letter of advice, narrative writing, role-playing and a research report. The study of the conventions of language and the development of media literacy skills are integrated in their study of drama.

Unit 4: Poetry - Who Am I ?

In the Poetry unit, students will interpret current and traditional forms of poetry and further their understanding of common literary devices. They will demonstrate their learning through various reading, writing, speaking and listening activities with attention to the writing process. Students will apply their knowledge and skills in a relevant context as they interpret and produce poems that deal with the theme of self-discovery. The study of the conventions of language and the development of media literacy are integrated into their exploration of poetry.

Unit 5: Media Studies - The Five W's

In the Media Studies unit, students will interpret and produce various forms of media texts to further their understanding of the role of media in their lives. Students will continue to develop the skills of reading, writing, listening, speaking and viewing as they study media texts. The exploration of audio, visual and/or print texts such as radio broadcasts, advertisements, news reports, news articles, videos, magazines and Web sites focuses on the Five W's - who, what, where, when, and why, as well as how. Media studies are also integrated throughout the course into the other four units.

Teaching/Learning Strategies

In this course, the teacher selects various teaching and learning strategies.

Detailed suggestions for teaching/learning strategies are included with each activity. Some of these activities are:

- S journal responses
- S jigsaw method of collaborative learning
- S role-playing
- S questions and answers
- S interviews
- S creative writing
- S note-taking
- S oral and written reports
- S conferencing

Strategies vary to allow students to work individually, in small groups, or as a class, and to apply the skills which are appropriate for the task at hand. In all activities, time is devoted to the introduction, to enhance understanding but mostly to ensure students' motivation. Activities stress the importance of relevancy and give students frequent opportunities to develop critical thinking skills. Approaches will vary according to local needs and to the availability of audio-visual equipment and print resources. Teachers will adapt the strategies, student products and assessments to accommodate students' interests and capabilities. Supplementary activities are suggested to foster independent learning and to adapt course content to students with special needs.

Assessment/Evaluation Techniques

“A well-designed system of assessment, evaluation and reporting is based on clearly stated curriculum expectations and achievement criteria.” (PPA). The Policy Document therefore presents a specific achievement chart for each curriculum.

Assessment strategies should be varied. Students' progress and achievement can be evaluated through observation, homework, informal conversations, class discussions, role-playing, tests, creative writing, prepared talks, media productions. Such varied assessment strategies should draw a clear picture of the students' levels of achievement in reading, writing, speaking, listening and media studies. In this sense students' production and creation are learning strategies but are also assessment strategies (either diagnostic, formative or summative) that demonstrate students' levels of achievement. Assessment techniques consist, for the most part, not just of tests but also of practical applications of skills and knowledge in oral, visual and written form. Peer and self-assessment are integrated into the evaluation process. Outcome-based evaluation grids presenting various rubrics have been included at the end of the unit. A rubric consists of descriptions of achievement in a given realm scaled into four levels of achievement that conform to the four levels of achievement included in all Ontario curriculum documents. The provincial report card for secondary schools also uses a four-level scale. The descriptions in the rubric are intended to be used as assessment statements to be matched to the work the student produces.

Resources

The teacher makes use of four types of resources during this course: pedagogical, human, material and technological.

The pedagogical, human, material and technical resources required to support teaching and learning are listed at the end of each unit and activity. These could include teacher references, student resources, computer software, multimedia, print, video resources, Web sites, or community experts. Canadian resources are emphasized. When adapting units at the local level, suggestions for job shadowing or cooperative education placements in the community should be added.

OSS Policy Applications

This course profile reflects the OSS Policy Document - 1999 in regards to the needs of students in special education, the integration of new technology, cooperative education, or guidance, including specific elements of safety.

Course Evaluation

Course evaluation is an on-going process. Teachers will be able to judge the effectiveness of this course through the following:

- S continuous evaluation of the course: additions, modifications, deletions throughout the implementation of the course profile (teaching and learning strategies, resources, activities, local particularities)
- S course evaluation by the students: perhaps the use of one or more surveys during the semester or school year
- S a class examination of the pertinence of teaching and learning strategies and activities (during the formative and summative evaluation process)
- S exchanges with other schools using the course profile (a sharing of recommendations or suggestions)
- S visits in the classroom by colleagues or the school administrators
- S feedback from provincial testing
- S continuous critical thinking about the course by the teacher
- S an analysis of the degree of success by students in the summative tests or examination at the end of the course.

UNIT 1 (EAE1D)

Short Story - *Exploring Fiction*

Unit Description

In the Short Story unit, students will develop their ability to read and interpret short stories. They will demonstrate their learning through various reading, writing, speaking and listening activities with attention to the writing process. Students will apply their knowledge of the literary elements and devices in a relevant context through their journal responses, opinion texts, narrative texts, an autobiographical sketch and oral presentations. The study of the conventions of language and the development of media literacy are integrated into their exploration of the short story.

Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3 - 4 - 5

Specific Expectations: EAE1D-LR-For.1 - 2 - 3 - 4 - 5 - 7 - 8
EAE1D-LR-Str.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8
EAE1D-LR-Inv.1 - 2 - 4 - 5 - 6 - 8 - 9 - 10 - 12 - 13 - 14
EAE1D-LR-Crit.1 - 2 - 3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 3 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 2 - 3 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14
EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6
EAE1D-W-Gram.3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11
EAE1D-W-Crit.1 - 2 - 3 - 4 - 5
EAE1D-W-Res.2 - 6 - 7 - 8

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 6 - 7
EAE1D-O-ForSpea.1 - 4 - 5 - 6 - 7 - 8 - 9
EAE1D-O-Crit.1 - 2 - 3
EAE1D-W-Grsk.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2
EAE1D-M-Inv.1 - 2 - 6 - 7
EAE1D-M-Crit.1 - 2 - 3 - 4 - 5 - 6

Activity Titles

Activity 1.1: Exploring Setting	(210-240 minutes)
Activity 1.2: Exploring Plot	(210-240 minutes)
Activity 1.3: Exploring Conflict	(210-240 minutes)
Activity 1.4: Exploring Character	(210-240 minutes)
Activity 1.5: Exploring Themes	(210-240 minutes)
Activity 1.6: Exploring Narrative Point of View	(210-240 minutes)
Activity 1.7: Grammar and Usage, Spelling and Punctuation.	(180-200 minutes)
Activity 1.8: Summative Assessment Task - Suspense and Surprise	(80-100 minutes)

Prior Knowledge Required

- S have studied short stories in their print and media form in grades 7 and 8
- S have developed the skills of reading, writing, viewing, listening and speaking
- S have demonstrated understanding of literary/stylistic devices and of elements of literature
- S have applied various reading strategies, research techniques and steps of the writing process in various contexts and for various purposes
- S have applied knowledge of spelling, vocabulary and sentence structure to respond to a text and to convey the desired message

Unit Planning Notes

The teacher will:

- S keep a collection of short stories, anecdotes, cartoons, news stories and/or magazine articles
- S integrate grammar and usage, spelling and punctuation into each activity
- S give students access to different kinds of print and electronic resources whether in the classroom, at the library or in the community
- S reserve audio-visual equipment
- S reserve, preview and select videos as possible sources for some of the stories that are studied. Teachers need to be aware of copyright regulations regarding the use of print, video and music in the classroom. Showing short video excerpts is permitted; however, showing substantial portions of a single video requires written permission or payment of a fee. Teachers are often allowed to tape and use productions by Cable in the Classroom, TV Ontario and the CBC.

(Grammar and usage, spelling and punctuation are integrated into each activity but should not be included in the indicated timeline since they are explained separately as the last activity of the unit.)

Crosscurricular Links

Français:

- S transfer vocabulary skills from one language to the other
- S compare conflicts that appear in stories in français
- S apply knowledge of literary forms and techniques to interpret fiction
- S develop understanding of an author's purpose by interpreting various literary elements
- S develop knowledge of literary/stylistic devices
- S apply various reading strategies and knowledge of a work's origins to further understanding of texts

Other disciplines:

- S conduct research in conjunction with geography and history classes
- S conduct research in conjunction with science class
- S defend an opinion coherently and clearly in a written text
- S apply various reading strategies to read informational texts
- S apply the various steps of writing as a process to complete an academic task

Animation culturelle:

- S explore other cultures and traditions through literature
- S explore various contexts and demonstrate appreciation for differences in background
- S explore various regionalisms, demonstrating an appreciation for the diversity in language from region to region

Technology:

- S use electronic resources in developing vocabulary and spelling
- S use a computer program to develop a graphic of a plot graph
- S use computers to print narratives
- S use print and electronic resources to revise and edit texts

Careers:

- S depict events that appear in print and reproduce them in a visual form with the use of technological resources
- S apply proofreading skills and group skills to complete an academic task
- S develop social skills while working in groups and evaluating their classmates' narratives
- S demonstrate respect for different points of view
- S develop group skills through the application of the steps of the writing process, especially the ability to give and receive constructive criticism

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- brainstorming
- conferencing
- discussion
- guided reading
- research
- homework
- independent reading
- journal writing
- reading aloud
- think / pair / share

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

- diagnostic:** observation, conference, questions and answers, select response, anecdotal record
formative: homework, self-assessment, anecdotal record, performance task, conference, portfolio, questions and answers, response journal, rating scale
summative: performance task, portfolio, quiz, test, examination, select response, rubric, self-assessment, peer assessment, classroom presentation

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- S develop vocabulary skills by constructing acrostic puzzles, or crossword puzzles, or by making up vocabulary quizzes of their own
- S collect a series of cartoons that might reveal a lighter side to one of the stories being studied: e.g. cartoon depicting a dangerous game, etc.
- S use computers and printers for help
- S write a poem about a childhood event as part of their autobiographical sketch
- S in both “Penny in the Dust” and “Cranes Fly South”, the narrators gave their loved one a special gift. Students brainstorm about a “special gift” they would like to leave someone. Students could write a letter to the person, identifying the gift and the reasons for the choice.
- S complete chart of their own in which they identify favourite expressions, gestures, facial or body expressions of characters on a television program. With some brainstorming, students might well expand the chart to include other categories. This is shared with the class, perhaps through a large group discussion, or in posting the lists on the class bulletin board.
- S prepare a chart in which they compare today’s laws with laws in the future: perhaps the punishments will be very different; perhaps the norms of behaviour will change so that some forms of acceptable behaviour today will be considered illegal in the future; conversely, abnormal behaviour today might be considered normal in the future
- S are given extra time to read a text
- S listen to an audio tape of a story as they read the text
- S conduct a survey or report about gangs
- S illustrate the theme of a story in a poster, postcard, bumper sticker or collage

- S listen to audio-cassettes of stories as they are given extra time to read along stories
- S prepare a poster or some vocabulary display.

Students requiring remedial and/or enrichment activities:

- S make up a calendar of events depicting the sequence of action in a story (e.g., Luke Baldwin's trip, the three-plus days of "The Most Dangerous Game"; the narrator orders, awaits and then receives his hockey sweater in Rock Carrier's text)
- S prepare a video board representing the chronological sequence of the action in one of the stories.
- S reproduce a list of each incident in a story. The un-numbered list is then cut into individual pieces. Other students must then put the pieces into the correct sequence either to "win the game" or to "solve a puzzle".
- S use Spell Check program in software
- S develop a "Scrambled Sentence" exercise
- S read independently a novel or biography which relates to the theme of discrimination (e.g., the Diary of Anne Frank)

- S present an oral report on the laws that protect Canadians from discrimination and guarantee individual rights
- S present an oral report on the United Nations' Charter of Human Rights
- S write a letter to Amnesty International
- S read stories to each other in groups
- S write an obituary for a character in a story
- S write an opinion text explaining why a specific story would or would not make a good movie
- S scrambled sentences: coherence: students choose some sentences from a text and break them up into several parts. They scramble the arrangement, then ask their classmates to piece the sentences back together.
- S in lieu of writing short stories, re-write the ending (or write a sequel) to one of the short stories that they have studied in class. (While the class is studying and reading a short story for the first time, the teacher may interrupt the reading, asking students to put the text aside and to refrain from reading the conclusion.) After they have completed this, they finish reading the story, and later they exchange their versions with one another.

B. Assessment/Evaluation Techniques

Students with special needs:

- S work with a partner for exercises and homework
- S teacher provides a variety of activities or projects to explore the various skills of the students
- S research a related topic such as the Holocaust or native rights and present findings orally, enhancing presentation with a collage and/or chart
- S explore bias in media news reports about teenagers and report their findings to the class
- S rehearse and tape their own reading of a dialogue or story and submit the tape for assessment (with attention to pronunciation, intonation, clarity and speed)
- S narrate a text as a dialogue (with a partner) or as a dramatic monologue.

Students requiring remedial and/or enrichment activities:

- S with a partner, draw a map of the geographical locations listed in a short story. Students first draft a list of all significant places or events that occur in that setting. Not only are places important, but the time element also comes into play. The maps must be clearly labelled (a legend should accompany the picture). (The maps do not have to be artistic masterpieces, but they should be complete and accurate.) These should be displayed during or after the study of the story. As a group activity, students list all items to be represented; the map may be completed in pairs or individually.
- S build a model: on cardboard (or other material), students might build a model of some aspect of the story. (e.g., In “Most Dangerous Game”, students may wish to construct one of the traps that is used by the protagonist. Perhaps the castle, depicting the setting, could be constructed.)
- S select a location for filming a motion picture version of a story. Students present a montage, labelled where scenes may be filmed, of specific events from that story. Some students might actually video-tape such a location, and then present this to the class.
- S prepare their own acrostic puzzle or quiz for self or peer testing
- S write up a report card for a main character in one of the selected stories
- S stronger readers work with weaker ones
- S listen to an audio tape of a short story as they read along
- S illustrate the main events of the selected short story (in the form of cartoons, photographs, computer pictures)

- S write a letter of advice to a character in a story to help him/her resolve a problem or personal conflict
- S write and present a poem or song on a theme
- S read other stories by the author of a story studied in class and compare and contrast the literary elements in chart form; report findings to the class

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

BALDICK, Chris, *The Concise Oxford Dictionary of Literary Terms*, Toronto, Oxford, 1996, 246 p.

BARRY, James, *Coast to Coast/Reflections in Literature*, Toronto, Nelson, 1995.

BROUGHTON, Kathryn Maclean, *Heartland: An Anthology of Canadian Short Stories*, Toronto, Nelson, 1983.

- DAVIES, Richard, KIRKLAND, Glen, eds., *Imagining/Connections*, Toronto, Gage, 1981, 249 p.
- GEORGE, Jerry, ed., *et al.*, *On Common Ground*, Toronto, Oxford University Press, 1994, 322 p.
- GREEN, J.M., MILLS, I., eds., *In Your Own Words 1*, Toronto, Holt, Rinehart, Winston, 1981, 329 p.
- IVESON, M., Samuel, S., ROBINSON, eds., *What's Fair?* Fair Magazine, Scarborough, Prentice- Hall, 1993, 48 p.
- IVESON, M., Samuel, S., ROBINSON, eds., *What's Fair ? Anthology*, Scarborough, Prentice-Hall, 1993, 137 p.
- IVESON, M., Samuel, S., ROBINSON, eds., *People Profiles/Magazine, Anthology*, Scarborough, Prentice-Hall, 1993, 136 p.
- IVESON, M., Samuel, S., ROBINSON, eds., *Heroic Adventures/Magazines*, Scarborough, Prentice-Hall, 1993, 48 p.
- LEMAY, Bernadette, *La boîte à outils*, Esquisse de cours 9^e, Vanier, CFORP, 1999. *
- MACNEILL, James A., ed., *Early September/An Anthology of Short Stories*, Scarborough, Nelson, 1980.
- MACNEILL, James A., ed., *Three-Way Mirror: Reflections in Fiction and Non-Fiction*, Toronto, Nelson, 1989.
- RICHARD, D., KIRKLAND, G., *Imagining/Connections 1*, Toronto, Gage, 1981, 249 p.
- ROBINSON, S., ed., *et al.*, *Fast Forward/Destinations*, Scarborough, Prentice-Hall, 1989, 366 p.
- ROBINSON, S., ed., *et al.*, *Accelerate/Destinations*, Scarborough, Prentice-Hall, 1989, 212 p.
- ROBINSON, S.D., A. ELCHUK, P. GRAY, eds., *Accelerate/Destinations*, Scarborough, Prentice-Hall, 1990, 212 p.
- ROBINSON, S.D., *et al.*, eds., *Fast Forward/Destinations*, Scarborough, Prentice-Hall, 1990, 366 p.
- ROMAN, Trish Fox, ed., *Voices Under One Sky/Contemporary Native Literature*, Scarborough, Nelson, 1993, 224 p.
- SMALLBRIDGE, John., *Language Comes Alive 9*, Toronto, Dent.
- STRUTHERS, J.R., *The Possibilities of Story, Vol. 1.*, Toronto, McGraw-Hill Ryerson Ltd, 1992.
- STRUTHERS, J.R., *The Possibilities of Story, Vol. 2.*, Toronto, McGraw-Hill Ryerson Ltd, 1992.

Human

- S guidance counsellor
- S teachers will invite guest speakers from the community who have expertise in one of the units being studied
- S local writer and/or storyteller
- S student and/or teacher from the school's mediation program

Material

- S television set and VCR, computers, posters, bristol board, pens, markers, bulletin board

Technological

Elements of Style

<http://www.cc.columbia.edu/acis/bartleby/strunk>

Literature Resources for High School

<http://www.telepost.com/r mgroves/>

On Line English Grammar

<http://www.edunet.com/english/grammar/index.cfm>

SchoolNet

<http://www.schoolnet.ca/>

Writing Tips

<http://www.niva.com/writblok/>

ACTIVITY INFORMATION EAE1D 1.1

Exploring Setting

1. Time

210 - 240 minutes

2. Description

In this activity, students will develop their knowledge of literary forms and techniques by examining short stories with attention to spelling. Students will research place and time for each story. Students will build on vocabulary and writing skills they have previously acquired and will use strategies to expand vocabulary, with a focus on reading widely, keeping a personal word list, and using reference sources. They will produce a visual text based on the interpretation of one or more elements of a work of fiction under study.

3. Strands and Expectations

Strand : Literature Studies and Reading

Overall Expectations : EAE1D-LR-OE.1 - 2 - 4

Specific Expectations : EAE1D-LR-For.1 - 2

EAE1D-LR-Str.1 - 2 - 3 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.2 - 9 - 10 - 13 - 14

EAE1D-LR-Crit.4 - 5

Strand : Writing

Overall Expectations : EAE1D-W-OE.1 - 4 - 6

Specific Expectations: EAE1D-W-For.2 - 7 - 11 - 12 - 13

EAE1D-W-Proc.1 - 2 - 5

EAE1D-W-Crit.1 - 2 - 4 - 5

EAE1D-W-Gram.6 - 7 - 8

EAE1D-W-Res.2

Strand : Oral Communication

Overall Expectations : EAE1D-O-OE.2 - 3 - 4

Specific Expectations : EAE1D-O-ForList.1 - 2 - 7

EAE1D-O-ForSpea.1 - 4 - 5 - 6 - 8 - 9

EAE1D-O-Crit.1 - 2

EAE1D-O-GrSk.1 - 3

4. Planning Notes

- S give students access to atlases, CD-ROMs, encyclopaedias and the Internet
- S provide class time for preparation and delivery of group presentation
- S give students access to print and electronic resources to verify spelling and meaning of new or difficult words
- S select a passage or short story for diagnostic assessment
- S establish format of students' writing folder, including students' journal responses

5. Prior Knowledge Required

- S read a variety of literary and informational texts independently
- S have studied the short story in its print and media form in grades 7 and 8, and be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année, 1998*.
- S understand the literary and grammatical terms used
- S understand literary/stylistic devices and increasingly complex elements of literature
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction
- S use appropriate level of language in informal discussions and in oral presentations.

6. Activity Instructions

Teaching/Learning Strategies

Step A: Reading, **Speaking/Diagnosis**, Comprehension

Students: Take turns reading out loud a short story set in a school (e.g., "In the Long Run" by Robert Fontaine, "Long Long After School" by Ernest Buckler, "Charles" by Shirley Jackson, "A Reasonable Sum" by Gordon Norman)

Teacher: At different points in the story, asks questions that verify comprehension, allow for interpretation, and make connections with students' first experiences in a new school.

Teacher: Defines with students the elements involved in setting, with reference to the above story.

Step B: **Reading/Writing/Diagnosis, Journal Response**

Teacher: Prepares an acrostic puzzle with a vocabulary list of words from the first short story.

Students: Silently read a brief passage or short story and answer questions (preferably multiple choice questions).

Students: In their journals, describe the sights, sounds and smells of a specific place (e.g., the school gym during a dance,
- the local concert hall during a performance by a popular band
- their house on the first morning of school
- their locker in June
- their favourite beach
- their favourite ski slopes
- taking the bus home).

Teacher: Reviews journals with students and discusses the importance of descriptive vocabulary to convey a mood and to clarify elements of setting.

Step C: Writing, Reading/Vocabulary Building

Teacher: Prepares an acrostic puzzle with a vocabulary list of words from the first and/or subsequent short stories.

Students: Skim through first story and compile a list of their own vocabulary or list of difficult words.

Teacher: Reviews acrostic puzzle and word lists with students.

Students: With a partner or in small groups, use dictionaries to provide denotative meanings and use thesauri to generate synonyms for words on their list.

Step D: Reading/Questions and Answers

Teacher: Reads out loud the introduction of an adventure story (e.g., “Through the Tunnel” by Doris Lessing, “The Most Dangerous Game” by Richard Connell, “Risk” by Joanna Russ, “The Sniper” by Liam O’Flaherty, “Deathwatch” by B. A. Clifton, “An Afternoon in Bright Sunlight” by Shirley Scott-Bruised Head)

Students: Identify the elements of time and place and make predictions about the events of the story.

Students: Read the story.

Teacher: Asks students written and oral questions on the selected story reviewing elements of character, plot and setting.

Students: Read another adventure story and repeat above activities but this time in groups of three or four.

Teacher: Reviews responses to story with students, introducing concept of conflict between person and nature as well as the theme of survival.

Students: In journals (for homework) practice writing opening sentences that introduce elements of time and place (e.g., one for a horror story, one for science fiction, one for comedy) and share their sentences in small groups.

Step E: Reading/Speaking/Listening/Group Research, Oral Presentation

Students: In their journals, list adjectives to describe a place that is dangerous, scary, or relaxing and share list with a partner or in small groups.

Students: In groups, use print and electronic resources (e.g., atlases, encyclopaedias, CD-ROMs, Internet) to research the setting of one of the above short stories (e.g., the Irish crisis and the historical period of “The Sniper”).

Students: In groups, prepare a “survival kit” for winter travel that they could pack in a ½ litre coffee tin.

Students: In an oral presentation, present their research and their survival kit (this activity can be used to break the ice and to motivate students to make presentations).

Students: Assess each other's speaking and group skills.

Step F: Brainstorming/Speaking/Listening/Writing

Teacher: Leads a brainstorming session on science fiction in which students list titles of various science fiction movies, stories, novels and television shows.

Teacher: Presents setting as a defining element of science fiction.

Students: Read at least one science fiction story (e.g., "Test" by Theodore Thomas, "The Rocket" by Ray Bradbury, "Mariana" by Triz Lilber, "The Weapon" by Frederic Brown, "The Gift" by Ray Bradbury, "Violation" by William F. Nolan).

Teacher: Asks written and oral questions that focus on the impact of setting on character, plot and theme.

Students: In groups of three or four, choose one specific place and speculate about the ways in which this place will change in the next century (e.g., their high school, the supermarket, the bank, the local mall, the kitchen in their home).

Students: Informally share their findings with other students.

Step G: Reading/Speaking/Listening

Students: Develop vocabulary and writing skills by focusing on spelling patterns, the use of content clues and the use of word origins with attention to words of French origin and to homonyms.

Students: Are expected to use an appropriate level of language, and especially to avoid slang in informal discussions and in prepared oral presentation.

Students: Use print and electronic resources to verify spelling and to define new or difficult words listed in their vocabulary log.

Students: Generate opening sentences for different stories (e.g. one for a horror story, one for comedy, one for science fiction) (students may provide further categories) and share sentences in small groups.

Step H: Grammar, Usage, Spelling, Punctuation

Students: Apply knowledge of spelling in working with quizzes or acrostic puzzles and use print and electronic resources for verification.

Students: Develop vocabulary as they generate synonyms and search for descriptive words in their narratives with attention to introductory sentences and concluding sentences.

Students: May review the kinds of sentences (simple, compound, compound-complex, and complex) as they attempt to write good opening sentences for a narrative.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, speaking	individual class	observation	formative, diagnostic
Step B	reading, writing	individual	checklist, journal response	diagnostic
Step C	reading, writing	group, individual	observation, vocabulary log	formative
Step D	reading, speaking, listening, writing	class, group, individual	observation, journal response, exercises	formative
Step E	reading, speaking, listening	group	grid, peer, teacher's self assessment	formative or summative
Step F	speaking, listening, reading	group, or class	checklist, observation	formative
Step G	(see Activity 1.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BRADBURY, Ray, "The Gift", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981, p. 154-157.

BRADBURY, Ray, "The Rocket", *Early September*, Scarborough, Nelson, 1980, p. 93-103.

BROWN, Frederic, "The Weapon", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981, p. 130-133.

BUCKLER, Ernest, "Long, Long After School", *Fast Forward/Destinations*, Scarborough, Prentice-Hall, 1989, p. 13-19.

CLIFTON, B.A., "Deathwatch", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981, p. 95-98.

CONNELL, Richard, "The Most Dangerous Game", *Early September*, ed. James MacNeill, Scarborough, Nelson Canada Ltd, 1980, p 34-55.

KORMAN, Gordon, "A Reasonable Sum", *People Profile/Anthology*, Scarborough, Prentice-Hall, 1983, p.105 -113.

JACKSON, Shirley, "Charles", *idem.*, p. 96-102.

LESSING, Doris, "Through the Tunnel", *Early September*, Scarborough, Nelson, 1980.

- LILBER, Friz, “Mariana”, *idem.*, p. 102-109.
- NOLAN, William F., “Violation”, *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981, p. 139-145.
- O’FLAHERTY, Liam, “The Sniper”, *What’s Fair? Magazine*, Scarborough, Prentice-Hall, 1993, p. 38-41.
- RUSS, Joanna, “Risks”, *Early September*, Scarborough, Nelson, 1983, p. 33.
- SCOTT-BRUISED HEAD, Shirley, “An Afternoon in Bright Sunlight”, *Voices Under One Sky/Contemporary Native Literature*, Scarborough, Nelson, 1993, p. 30-37.
- THOMAS, Theodore, “Test”, *Early September*, Scarborough, Nelson, 1983, p. 89-92.

Human

S students from drama class to dramatize readings

Material

S atlases, CD-ROMs, markers, cardboard

Technological

Literature Resources for High School

<http://www.teleport.com/~mgroves/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

- Appendix EAE1D 1.1.1:** Journal Writing Checklist
- Appendix EAE1D 1.1.2:** Vocabulary Log
- Appendix EAE1D 1.1.3:** “In the Long Run”
- Appendix EAE1D 1.1.4:** “Long, Long After School”
- Appendix EAE1D 1.1.5:** “The Most Dangerous Game”
- Appendix EAE1D 1.1.6:** Summative Evaluation/Strand: Literature Studies and Reading
- Appendix EAE1D 1.1.7:** Summative Evaluation/Strand: Oral Communication

Appendix EAE1D 1.1.1

JOURNAL WRITING CHECKLIST

NAME: _____

- Level 4 = Very effective
- Level 3 = Effective
- Level 2 = Somewhat effective
- Level 1 = Needs improvement
- = Unsatisfactory or non-existent

Topic:		Level 1	Level 2	Level 3	Level 4
Date:	Unsatisfactory or non-existent	Needs improvement	Somewhat effective	Effective	Very effective
Quantity					
Creativity					
Effort					
Neatness					
Order					
Depth / sincerity of ideas					
Spelling and grammar					
Communication of ideas					
Other					
TOTAL:					

Comments:

Date	The meaning of the word according to my references	What I think the word means	New word	Title of text

Appendix EAEID 1.1.2

VOCABULARY LOG

NAME: _____

Appendix EAE1D 1.1.3

IN THE LONG RUN
by Robert Fontaine

NAME: _____

DATE: _____

EAE 1W-O _____

Early September, page 67 to 70

1. How does Roy “do it”; that is, how does he manage to take other people’s things without getting caught?
2. How does Roy “get all the stuff in his locker”, according to you?
3. How does Roy avoid the detective’s accusations?
4. How does Roy justify his dishonesty?
5. The narrator has “no idea how” Roy became one of “the city’s finest detectives”. Explain how this came to be, according to you.
6. How can vandalism and/or theft be prevented in school, according to you? (List at least five steps in your answer.)

Appendix EAE1D 1.1.4

LONG, LONG AFTER SCHOOL
(“Fast Forward” p. 13)

NAME: _____

DATE: _____

1. PRE-READING

- a) For discussion: What do you most remember about your favourite teacher? What would you change about today’s school system if you could?
 - b) For journal writing: In eight to 10 lines, describe a time when you misjudged someone OR were judged unfairly yourself. In your description, explain what caused this situation and what happened to make the situation better.
 - c) Define: alumni -
 incongruous -
 winsomer -
 dogged -
-

2. UNDERSTANDING THE STORY:

- a) WHO is Miss Trethway? ... is Wes?
- b) WHAT cruel tricks did the kids at school play on Wes?
- c) HOW did Wes get the scar on his arm?
- d) WHY did Wes think that Miss Trethway was beautiful?
- e) WHY does the storyteller feel “less beautiful” at the end of the story?
- f) WHEN does the story occur?

Appendix EAE1D 1.1.5

THE MOST DANGEROUS GAME PRE-READING ACTIVITY

Match the word on the left with the correct definition on the right.

1. indolent (p. 37) _____ in a doubtful, unsure way
2. uncanny (p. 51) _____ useless
3. doggedly (p. 37) _____ staring in an unfriendly way
4. mystified (p. 37) _____ in a careful way
5. bleak (p. 39) _____ puzzled
6. deliberately (p. 50) _____ a series of short sharp sounds
7. gargoyle (p. 39) _____ dismal, sad
8. quarry (p. 46) _____ agree with
9. staccato (p. 37) _____ mysterious, scary
10. palatial (p. 39) _____ part of a roof gutter that is shaped like an animal
11. leering (p. 39) _____ in a kind, caring way
12. placid (p. 51) _____ in a determined way
13. crags (p. 38) _____ sticking out
14. bluff (p. 39) _____ a cliff
15. solicitously (p. 50) _____ prey
16. precariously (p. 51) _____ calm, quiet
17. condone (p. 44) _____ in a lazy way
18. futile (p. 49) _____ steep, rugged rocks
19. protruding (p. 51) _____ rich, regal, like a palace

(As you read the story now, think of ways that this story is similar to action / adventure movies.)

SUMMATIVE EVALUATION

STRAND: LITERATURE STUDIES AND READING

NAME: _____

DATE: _____

Date	Unit / Activity	Strategy	Expectation (o) = overall (s) = specific	Unsatis- factory or non-existent	Level 1 Needs improvement	Level 2 Somewhat effective	Level 3 Effective	Level 4 Very effective

SUMMATIVE EVALUATION

STRAND: ORAL COMMUNICATION

NAME: _____

DATE: _____

Date	Unit / Activity	Strategy	Expectation (o) = overall (s) = specific		Needs improvement	Somewhat effective	Effective	Very effective
			Level 1	Level 2				

ACTIVITY INFORMATION EAE1D 1.2

Exploring Plot

1. Time

210 - 240 minutes

2. Description

In this activity, students will develop their knowledge of literary elements by examining a number of stories with a focus on plot. Students will review the sequencing of events and the flashback technique, as well as terms such as suspense, trigger incident, rising action (complications) and climax. They will respond to texts under study through creative writing; they will apply a process approach to writing a narrative of their own.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3 - 5

Specific Expectations: EAE1D-LR-For.1 - 2 - 3 - 4 - 7
EAE1D-LR-Str.1 - 2 - 3 - 6 - 8
EAE1D-LR-Inv.4 - 6 - 9 - 10 - 13
EAE1D-LR-Crit.1 - 4

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 6

Specific Expectations: EAE1D-W-For.1 - 6 - 8 - 10 - 12 - 13
EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6
EAE1D-W-Gram.4 - 7 - 9
EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 3

Specific Expectations: EAE1D-O-ForList.1
EAE1D-O-ForSpea.6 - 8
EAE1D-O-Crit.1

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1

Specific Expectations: EAE1D-M-Inv.2
EAE1D-M-Crit.2

4. Planning Notes

- S bring to class as many copies of other anthologies as are available
- S seek help from the library in providing supplementary reading material for this activity
- S give access to dictionaries and thesauri(uses) in their classroom for vocabulary development
- S set aside time for students as they prepare activities or projects of their own
- S reserve VCR for video presentations

5. Prior Knowledge Required

- S have read a variety of literary and informational texts independently
- S have studied the short story in its print and media form in grades 7 and 8, and be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année, 1998*
- S understand the literary and grammatical terms used
- S understand literary/stylistic devices and increasingly complex elements of literature
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction
- S use a level of language that is appropriate for the context of the classroom

6. Activity Instructions

Teaching/Learning Strategies

Step A: Reading, Viewing/Brainstorming, Pre-Reading

- Teacher: Brainstorms with students titles of stories, novels, television shows, movies that have strong plot lines: they briefly justify their choices with the group.
- Students: View the movie version of a short story (e.g., “The Dream and the Triumph” based on story by Ernest Buckler, “Big Henry and the Polka Dot Kit” based on “Luke Baldwin’s Vow” by Morley Callaghan, “The Cap” based on “A Cap for Steven” by Morley Callaghan) and chart its plot, as teacher reviews elements with them.
- Teacher: Notes with students the characteristics of effective titles and the economy of detail in the short story, and defines what “action” means.
- Students: In groups of four, compare and contrast in chart form the movie version and the print version of a short story or two different stories by the same author - one print, and one movie version.
- Teacher: Reviews students’ comparison/contrast activity, noting with students the benefits of reading the print version.

Step B: Reading/Speaking/Listening

Students: Read three or four introductions to short stories in anthologies and texts provided by the teacher.

Teacher: Focuses on economy of detail in introductions to short stories (e.g., “The Adventure of the Speckled Band” by Arthur Conan Doyle, “Family Affair” by Richard Hardwick, “The Wedding Party” by Gregory Clark, “The Case for the Defence” by Graham Greene, “The Open Window” by Saki).

Students: For homework, compile a list of details that they have learned from the introduction: e.g., the setting, the main character, a suggested theme or conflict.

Students: Finish reading at least one of the stories that were introduced previously.

Students: In groups, chart the plot of the selected story and answer in writing questions provided by teacher.

Students: In groups, use the jigsaw method to explain plot and notes of various stories to one another.

Step C: Reading, Vocabulary Log

Teacher: Identifies a list of words from the short story to be read next. (These are words that the teacher expects the students may find difficult.)

Students: Define words from the list and complete various exercises using clues, synonyms, and antonyms, etc.

Students: Maintain vocabulary logs with their own definitions and another column for the dictionary definitions.

Step D: Reading/Speaking

Students: Read one or more short stories, possibly one which focuses on sports (e.g., “Shago” by James Pooley, “The Hockey Sweater” by Roch Carrier - also available as a NFB video, “Ko-Ishin-Mit and Paw-Gwin-Mit” by George Clutesi, “The Friday Everything Changed” by Anne Hart, “The Pinch-Hitter” by Michael Parent).

Students: In groups, list the sequence of events as they read, identify the “trigger incident” and where it occurs, stop reading before the conclusion, make some intelligent guesses about future complications and predict possible outcomes.

Students: Compare the trigger incident in this story with those in other stories and how far into the action these occur.

Students: Using the “jigsaw” strategy, work with others then return to their home group to share their analyses and criticisms.

Step E: Reading, Speaking, Writing/Journal Response

Students: In their journals, relate events earlier in the day or in the week to members of their groups (thus, use the flashback as they do so).

Students: Read one or more stories that present a flashback (e.g., “From Mother With Love” by Zoa Sherburne, “Priscilla and the Wimps” by Richard Peck, “The Potent Center” by Patricia Hamp, “The Medicine Bag” by Virginie Driving Hawk Sneve, “The Leaving” by Bridge Wilson).

Students: Recognize the narrative technique called the flashback.

Teacher: Asks students if the introduction is still present and effective.

Step F: Writing Narrative Text

Teacher: Assigns the writing of a narrative and identifies a topic.

Students: Might be asked to write about a dangerous game; another possible topic could include writing about a secret or a day when everything went right or wrong. The teacher should choose a relevant topic; perhaps one that follows a short story students have just read.) Topics could simply be based on titles of stories read in class so far; in this case, students write their own narrative entitled “Test”, “Risk”, “Family Affair”, “The Case for the Defence”, “The Friday Everything Changed”, “The Sniper”, “Deathwatch”, “Violation”.

Teacher: Explains structure for writing a multi-paragraph story (with a minimum of three paragraphs):

1st paragraph: Students identify the topic, e.g., give the game a name, explain its rules, list equipment that is used, tell where and when the game is played, identify who (characterization) would play this game, provide any necessary information for an introduction;

2nd paragraph: In the body of the story, students must provide all necessary details along with descriptions of the action, feelings experienced. Students must sequence events clearly and logically. The action reaches a “climax” in the final sentences of this section;

3rd paragraph: Students write a short final paragraph. They conclude the story with a plausible, ironic twist. (e.g. Instead of being punished we were rewarded...)

Students: Brainstorm (consult their response journals) and begin to write.

Step G: Grammar and Usage, Spelling and Punctuation

Teacher: Gives students access to print and electronic resources to facilitate the revision of drafts to write their narratives in the past tense.

Teacher: Reviews most commonly used punctuation marks: the comma, semi-colon and period.

Teacher: Encourages students to revise word choice by using words that they have discovered in reading stories or in previous vocabulary exercises, and reviews steps of the writing process.

Students: Apply steps of the writing process in groups of three or four to:

- S write an alternative opening sentence and/or,
- S combine two or more short sentences into one and/or,
- S separate a long sentence into shorter sentences and/or,
- S avoid fragments (unless this is done for emphasis) and/or,
- S write another draft to be proofread by their peers.

Students: Read final text to each other in small groups and/or display final product in the classroom.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skills Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	speaking, listening, reading, viewing	class, brainstorming, teacher presentation	observations	formative
Step B	listening, speaking, analysing	group, individual	observation, jigsaw method	formative
Step C	writing, reading	group, individual	vocabulary log	formative
Step D	reading	group, individual	observation, jigsaw method	formative
Step E	reading, writing, speaking, listening	class, individual	observation, journal response	formative
Step F	writing	individual, group	grid	summative
Step G	(see Activity 1.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

CALLAGHAN, Morley, "Luke Baldwin's Vow", *Imagining/Connections*, Toronto, Gage, 1981, p.8-15.

CARRIER, Roch, "The Hockey Sweater", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981, p. 192-195.

CLARK, Gregory, "The Wedding Party", *Strawberries and Other Secrets*, Scarborough, Nelson, 1970, p. 109-112.

CLUTESI, George, "Ko-Ishin-Mit and Paw-Iwin-Mit", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981, p. 211-219.

CONNELL, Richard, "The Most Dangerous Game", *Early September*, Scarborough, Nelson, 1980, p. 35-55

DRIVING, Virginia Hawk Sneve, "The Medicine Bag", *People Profiles Anthology*, Scarborough, Prentice-Hall, 1993, p. 75-86.

GREENE, Graham, "The Case for the Defence", *On Common Ground*, Toronto, Oxford, 1994, p. 12-16.

HAMPL, Patricia, "The Potent Center", *People Profiles Anthology*, Scarborough, Prentice-Hall, 1993, p. 59-62.

- HARDWICK, Richard, "Family Affair", *Strawberries and Other Secrets*, Scarborough, Nelson, 1970, p. 128-133.
- HART, Anne, "The Friday Everything Changed", *Early September*, Scarborough, Prentice-Hall, 1980, p. 197-205.
- PARENT, Michael, "The Pinch-Hitter", *On Common Ground*, Toronto, Oxford, 1994, p. 38-43.
- PECK, Richard, "Priscilla and the Wimps", *idem.*, p. 53-56.
- ROBINSON, BAILEY, BARTEL, BEATTIE, and TOWNSEND, *Bridges 3*, Toronto, Prentice-Hall Canada, 1986.
- SAKI, "The Open Window", *idem.*, p. 173-176.
- SHERBURNE, ZOA, "From Mother With Love", *Early September*, Scarborough, Nelson, 1980, p. 164-169.
- WILSON, Budge, "The Leaving"; *What's Fair? Anthology*, Scarborough, Prentice-Hall, 1993, p. 55-70.

Human

S local athlete and/or coach

Material

S chart paper, markers

Technological

Literature Resources for High School

<http://www.teleport.com/~mgroves/>

The Cap (based on the Morley Callaghan story) NFB - 24 minutes, CO184 639/ECOOS

The Dream and the Triumph (based on the Ernest Buckler story) NFB - 24 minutes, CO186 530/ECOOS

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 1.2.1: Planning a Short Story

Appendix EAE1D 1.2.2: Writing Evaluation Grid (A)

Appendix EAE1D 1.2.3: Summative Evaluation/Strand: Writing

Appendix EAE1D 1.2.1

Name: _____

Date: _____

PLANNING A SHORT STORY

Topic: _____

Decide on your setting.

-
-
-

Who is your main character ?
What is she/he like ?

Who are your other characters ?

-
-
-

What events will make up your plot ?

-
-
-

Describe the kind of conflict in your story.

Theme : what is your message or the idea to be presented ?

Appendix EA#1D 1.2 WRITING EVALUATION GRID (A)

Topic:	Student's name:					Date:	Comments		
	Level 1	Level 2	Level 3	Level 4	Very effective				
	Unsatisfactory or non-existent	Needs improvement	Somewhat effective	Effective	Very effective				
UNITY OF IDEAS	1. Avoids repetition	2. Follows instructions and develops the topic	3. Original: - title - introduction - conclusion - ideas	4. Good total effect	5. Precise vocabulary	6. Well-developed ideas	7. Logical order	8. Good paragraphing	9. Spelling, punctuation, grammar, sentence structure
CREATIVITY OF IDEAS	1. Avoids repetition	2. Follows instructions and develops the topic	3. Original: - title - introduction - conclusion - ideas	4. Good total effect	5. Precise vocabulary	6. Well-developed ideas	7. Logical order	8. Good paragraphing	9. Spelling, punctuation, grammar, sentence structure
CLARITY OF IDEAS	1. Avoids repetition	2. Follows instructions and develops the topic	3. Original: - title - introduction - conclusion - ideas	4. Good total effect	5. Precise vocabulary	6. Well-developed ideas	7. Logical order	8. Good paragraphing	9. Spelling, punctuation, grammar, sentence structure
COHERENCE OF IDEAS	1. Avoids repetition	2. Follows instructions and develops the topic	3. Original: - title - introduction - conclusion - ideas	4. Good total effect	5. Precise vocabulary	6. Well-developed ideas	7. Logical order	8. Good paragraphing	9. Spelling, punctuation, grammar, sentence structure
LANGUAGE CONVENTIONS	1. Avoids repetition	2. Follows instructions and develops the topic	3. Original: - title - introduction - conclusion - ideas	4. Good total effect	5. Precise vocabulary	6. Well-developed ideas	7. Logical order	8. Good paragraphing	9. Spelling, punctuation, grammar, sentence structure

Appendix EAE1D 1.2.3

SUMMATIVE EVALUATION

STRAND: WRITING

NAME: _____

DATE: _____

Date	Unit / Activity	Strategy	Expectation (o) = overall = specific (s)		Level 1	Level 2	Level 3	Level 4
				Unsatisfactory or non-existent	Needs improvement	Somewhat effective	Effective	Very effective

ACTIVITY INFORMATION EAE1D 1.3

Exploring Conflict

1. Time

210 - 240 minutes

2. Description

In this activity, students will develop their reading skills and further their knowledge of literature by exploring the different types of conflict in the short story. Students will explore conflicts in various contexts and will demonstrate their understanding in journal responses, questions and answers, and oral presentations.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 5

Specific Expectations: EAE1D-LR-For.1 - 2 - 4

EAE1D-LR-Str.1 - 2 - 3 - 4 - 5 - 7 - 8

EAE1D-LR-Inv.1 - 4 - 9 - 10 - 13 - 14

EAE1D-LR-Crit.3 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.6

Specific Expectations: EAE1D-W-For.1 - 7 - 9 - 10 - 11 - 12 - 14

EAE1D-W-Proc.2 - 3 - 5 - 6

EAE1D-W-Gram.7 - 10 - 11

EAE1D-W-Crit.3 - 4

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 7

EAE1D-O-ForSpea.6 - 8

EAE1D-O-Crit.1 - 2 - 3

EAE1D-O-GrSk.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2

EAE1D-M-Inv.2

EAE1D-M-Crit.1 - 5

4. Planning Notes

- S collect magazines and newspapers from which students can select pictures for a collage
- S reserve VCR
- S preview and select a video of a short story
- S provide time for group work as well as for the rehearsal and delivery of a dramatic presentation

5. Prior Knowledge Required

- S have studied the short story in its print and media form in grades 7 and 8, and be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année, 1998*
- S understand the literary and grammatical terms used
- S understand literary/stylistic devices and increasingly complex elements of literature
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction

6. Activity Instructions

Teaching/Learning Strategies

Step A: Speaking, Listening, Reading/Brainstorming

Teacher: Reviews the three different types of conflict with students, agreeing on a common definition or understanding of the term with reference to the stories studied in class. Students will discover that the “human being versus Nature” conflict is one in which “Nature” may involve different elements including superstition, the supernatural, circumstances beyond one’s control.

Students: In their writing journals, students identify an example of each conflict from their personal lives, giving a brief description of each incident.

Students: In groups, prepare a collage of newspaper headlines, faces in the newspapers or magazines where there is a conflict, and present it informally to other groups. The collage is displayed on the bulletin board.

Step B: Reading, Speaking, Listening/Vocabulary Log, Predicting Outcomes

Teacher: Presents students with a vocabulary list of next story to be studied with a focus on conflict (e.g., “And the Lucky Winner Is ...” by Monica Hughes, “The Monkey’s Paw” by W.W. Jacobs, “Looking for Mr. God” by W.O. Mitchell).

Students: Skim the next story to compile a list of words they do not recognize and maintain their vocabulary log (with their own and the dictionary’s definitions).

Students: Read the title and perhaps the first paragraph or two and then predict the type(s) of conflict they will encounter in the story. (e.g., what does “And the Lucky Winner Is ...” or “The Monkey’s Paw” suggest about the conflict?)

Students: Note the significance of each title and determine whether the title is effective.

Teacher: At different moments in the story, asks questions, focusing on conflict, plot and setting.

Step C: Reading, Writing, Listening, Jigsaw, Journal Response

Teacher: Assigns at least three stories to each group of four students (if possible, each story should focus on one of the three kinds of conflict).

Students: In groups of three or four, read the short story silently or aloud. (Depending on the length of the story and the time required to read the story, teachers should suggest a reading out loud of the first story.)

Students: In their analysis of the story, they identify and note the chief conflict(s) in the story, including specific references and examples.

Students: Define new or difficult words from the stories in their vocabulary log (should maintain a notebook with this information).

Students: In their journal, reflect on one of the conflicts/problems presented, explaining if they agreed or not with the solution or outcome presented in the story.

Students: For this activity, select short stories such as:

- S “The Blanket” by Floyd Dell
- S “The Cheat’s Remorse” by Morley Callaghan
- S “A Man Who Had No Eyes” by MacKinley Kantor
- S “The Trade Off” by Paula Mitchell
- S “The Cardboard Room” by Teresa Pitman
- S “Sara’s Gift” by Barbara Smith
- S “The Purple Children” by Edith Pargeter
- S “With A Little Gold Pencil” by Barbara Gerion
- S “Operation Survival” by Cicely Veighey

Step D: Reading, Speaking, Writing, Listening/Script-Writing, Dramatization

Students: In groups, select one conflict in one short story, write a script illustrating this conflict and rehearse its delivery.

Students: In groups, present one of the stories they have read to the class by:

- S giving a brief oral summary of the story
- S identifying the main conflicts in the story
- S explaining the resolution to these conflicts
- S dramatizing one of the conflicts in the story

Students: Assess their own and others’ presentations.

Students: Give their opinions about the various stories presented.

Step E: Speaking, Listening, Viewing

Students: With a partner or in small groups, compare the conflicts from stories they have read on their own to the stories the class have studied in common.

Teacher: Expands on this discussion by including other genres (plays, novels) and other media (motion pictures, television).

Students: Watch a video of a short story and identify the conflicts (e.g., “Going to War” based on the story by Timothy Findley, “John Cat” based on the W.P. Kinsella story, “Holtwalker” based on the story by David Billington).

Teacher: Identifies with students a number of programs/movies that have similar conflicts.

Step F: Grammar and Usage, Spelling and Punctuation

Students: Integrate newly learned vocabulary into their script.

Students: Edit their script with attention to correct punctuation and capitalization of dialogue.

Students: Use appropriate level of language in their script and oral presentation.

Students: Assume various roles in the application of the writing process and in the presentation of their script.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skills Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	speaking, listening	group individual	observation	formative
Step B	speaking, listening, reading	individual, class	observation	formative
Step C	reading, listening, writing	group, individual	observation, journal response	formative
Step D	reading, speaking, listening, thinking, writing	group	peer, teacher, self assessment, grid, role-playing	summative
Step E	speaking, listening, viewing	class	observation	formative
Step F	(see Activity 1.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

- CALLAGHAN, Morley, "The Cheat's Remorse", *Early September*, Scarborough, Nelson, 1980, p. 26-31.
- DELL, Floyd, "The Blanket", *What's Fair? Anthology*, Scarborough, Nelson, 1993, p. 105-108.
- GERION, Barbara, "With a Little Gold Pencil", *idem.*, p. 109-118.
- HUGHES, Monica, "And the Lucky Winner Is ...", *idem.*, p. 1-17.
- JACOBS, W.W., "The Monkey's Paw", *Imagining/Connections I*, Toronto, Gage, 1981, p. 103-109.
- KANTOR, MacKinlay, "A Man Who Had No Eyes", *Early September*, Scarborough, Nelson, 1980, p. 131-133.
- MITCHELL, Paula, "The Trade Off", *Fast Forward/Destinations*, Scarborough, Prentice-Hall, 1989, p. 77-81.
- MITCHELL, W.O., "Looking for Mr. God", *Imagining/Connections I*, Toronto, Gage, 1981, p. 143-147.
- PARGETER, Edith, "The Purple Children", *Early September*, Scarborough, Nelson, 1980, p. 134-141.
- PITMAN, Teresa, "The Cardboard Room", *Fast Forward/Destinations*, Scarborough, Prentice-Hall, 1989, p. 195-204.
- SMITH, Barbara, "Sara's Gift", *Voices Under One Sky*, Scarborough, Nelson, 1993, p. 40-49.
- VEIGHEY, Cicely, "Operation Survival", *Heroic Adventures/Magazine*, Scarborough, Prentice-Hall, 1993, p. 18-22.

Human

S student and/or teacher from the school's mediation programme

Material

S VCR, newspaper clippings, magazines, cardboard

Technological

Literature Resources for High School

<http://www.teleport.com/~mgroves/>

Going to War - based on the story by Timothy Findley, NFB, 24 min., CO183 650/ECOOS

John Cat - based on the story by W.P. Kinsella, NFB, 24 min., CO184 633/ECOOS

Holtwalker - based on the story by David Billington, NFB, 24 min., CO186 502/ECOOS

9. Appendices

(space reserved for the teacher to add his/her own appendices)

- Appendix EAE1D 1.3.1:** Evaluation of Oral Presentations
- Appendix EAE1D 1.3.2:** Evaluation of Group Presentation - Drama/Media Studies
- Appendix EAE1D 1.3.3:** Summative Evaluation/Strand: Media Studies
- Appendix EAE1D 1.3.4:** Notebook Evaluation Checklist

Appendix EAE1D 1.3.1

EVALUATION OF ORAL PRESENTATIONS

NAME: _____

DATE: _____

Level 4 = Very effective

Level 3 = Effective

Level 2 = Somewhat effective

Level 1 = Needs improvement

— = Unsatisfactory or non-existent

DESCRIPTION OF ACTIVITY:

EVALUATION BY:	ME	A CLASSMATE	THE TEACHER
1. Correct English			
2. Appropriate language			
3. Vocabulary			
4. Grammar			
5. Preparation			
6. Originality			
7. Effort			
8. Use of time			
9. Avoiding repetition			
10. Interest			
11. Organization			
12. Ideas			
13. Developing the subject			
14. Other			
TOTAL:			

Comments:

Appendix EAE1D 1.3.2

EVALUATION OF GROUP PRESENTATION - DRAMA/MEDIA STUDIES

TITLE: _____

PRESENTED BY: _____

- Level 4 = Very effective
- Level 3 = Effective
- Level 2 = Somewhat effective
- Level 1 = Needs improvement
- = Unsatisfactory or non-existent

1. Ideas (creativity, originality)	1	2	3	4
2. Organization and Unity (beginning, middle, end)	1	2	3	4
3. Delivery (expressed clearly, good voice and language usage)	1	2	3	4
4. Group Involvement and Rapport	1	2	3	4
5. Special Effects (eg. props, visual aids)	1	2	3	4

OVERALL LEVEL OF ACHIEVEMENT: _____

OVERALL MARK: _____

EVALUATED BY: _____

DATE: _____

Appendix EA/EID 1.3.3

SUMMATIVE EVALUATION

STRAND: MEDIA STUDIES

NAME: _____

DATE: _____

Date	Unit / Activity	Strategy	Expectation (o) = overall (s) = specific	Unsatisfactory or non-existent	Level 1 Needs improvement	Level 2 Somewhat effective	Level 3 Effective	Level 4 Very effective

Appendix EAE1D 1.3.4

NOTEBOOK EVALUATION CHECKLIST

NAME: _____

DATE: _____

It is your responsibility to keep your notes up-to-date and tidy. You will find it easier to study for your tests and exams if your notes are neat and well organized.

	VALUE
1. Neatness	1 - 2 -3 -4
2. Completeness	1 - 2 -3 -4
3. Accuracy	1 - 2 -3 -4
4. Organization	1 - 2 -3 -4
5. Overall Impression	1 - 2 -3 -4
TOTAL:	/ 20

COMMENTS:

TEACHER: _____

- Level 4 = Very effective
- Level 3 = Effective
- Level 2 = Somewhat effective
- Level 1 = Needs improvement

ACTIVITY INFORMATION EAE1D 1.4

Exploring Character

1. Time

210 - 240 minutes

2. Description

In this activity, students will develop their knowledge of literary forms and techniques by exploring characterization. They will apply these skills as they complete charts, note references, respond in journals, write character sketches, and write an autobiographical sketch.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2

Specific Expectations: EAE1D-LR-For.1 - 2
EAE1D-LR-Str.1 - 2 - 3 - 4 - 7 - 8
EAE1D-LR-Inv.2 - 5 - 6 - 9 - 10
EAE1D-LR-Crit.2 - 3

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 6

Specific Expectations: EAE1D-W-For.1 - 2 - 7 - 8 - 9 - 10 - 11 - 12 - 13
EAE1D-W-Proc.1 - 3 - 4 - 5 - 6
EAE1D-W-Gram.4 - 5 - 7
EAE1D-W-Crit.1 - 2 - 3 - 4

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.2 - 3

Specific Expectations: EAE1D-O-ForList.1
EAE1D-O-ForSpea.6
EAE1D-O-GrSk.1 - 2 - 3
EAE1D-O-Crit.1

4. Planning Notes

- S use library and/or electronic resources for research
- S provide class time for the application of the writing process
- S provide students with a personality survey or questionnaire (from the school's guidance department)
- S provide students with references on the etymology of names
- S print materials for etymological study of names

5. Prior Knowledge Required

- S read various literary and informational texts independently
- S have studied the short story in its print and media form in grades 7 and 8, and be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année, 1998*
- S understand the literary and grammatical terms used
- S understand literary/stylistic devices and increasingly complex elements of literature
- S be familiar with various reading strategies, research techniques, and steps of the writing process
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction

6. Activity Instructions

Teaching/Learning Strategies

Step A: Reading, Speaking, Listening/Survey, Characterization

Students: Read one or more articles or references on the etymology of names (e.g., "How Would You Like to be Remembered?" in *People Profiles*).

Teacher: Asks students to identify the origin of their names. (This information is often available in baby-naming books).

Students: Learn the meaning of their names. Students develop a chart with names of their friends and indicate the meanings of the names.

Students: Draw up columns to describe their friends: e.g., a favourite expression, a gesture or action that is characteristic of the person.

Students: In their journal, describe thoughts and feelings about these people. (The analysis may be humorous, but not critical.)

Teacher: Explains how a character is developed in a short story: e.g. what he/she says, what he/she does, what others (characters) tell us about him/her, what the author/narrator says about him/her.

Students: Complete a personality profile questionnaire or survey for insight into their own character.

Step B: Reading, Speaking, Listening/Character Speller

Students: Read a number of short stories in which the narrator discovers the true “character” of a person. This revelation may occur with a stranger; however, most frequently, the narrator discovers someone familiar, a family member, a friend, an acquaintance. (e.g., “A Winter’s Walk” by Lucy Maud Montgomery, “Head Over Heels” by Judy Carlson, “Be-ers and Doers” by Budge Wilson, “Cream Flowers and Freckles” by Elizabeth Ellis)

Students: Note the character traits of the main character(s) in chart form, with reference to the story selected.

Students: In groups, compare notes and use notes to write a character sketch in paragraph form.

Step C: Reading, Writing/Journal Response

Students: Read at least two articles and biographical texts about well-known people and identify the characteristics that have made them successful, using the text as a reference (e.g., “Terror Above the Article Circle” by Sheldon Kelly, “A Day in the Life of Céline Dion” by Kay Fulton, “Fire On Ice” (excerpt) by Eric Lindros, “What I Learned from Raoul Wallenberg” by Tom Veres, “A Teenager’s Legacy” by Ernest Schnabel).

Students: In their journal and then in groups reflect on the heroes in their lives.

Step D: Reading, Writing/Character Sketch, Anecdote

Students: Read a story of their own choice or provided by the teacher.

Students: With a partner, write (a) a character sketch of the main character with the use of references and (b) write an anecdote in which they make connections between their own experience and this character’s. For example:

Examples (a) Students explore the character of the narrator in “Lies My Father Told Me” by Allan. They respond by writing about occasions when they have had to lie or by narrating moments when the “truth” was unacceptable to them or to others.

Examples (b) Read about two narrators who also discover some characteristics of members of their families in two other similar Canadian short stories: “Penny in the Dust” by Buckler and “Cranes Fly South” by McCourt. In Buckler’s story, there are two Peters (narrator) in this story: the adult and the child. Students to write about a special gift they have given or one they have received.

Examples (c) Students read “The Sniper” by O’Flaherty (if not read previously) and discover the grim coincidence that occurs in the story. Students write about actions they have committed that they wish they could reverse.

Examples (d) Students read “Lather and Nothing Else” by Hernando Tellez and focus on the difficult decision the barber had to make. Students write about a difficult decision they either have had to make or a decision they will have to make.

Step E: Reading, Writing/Autobiographical Sketch

Students: Explore their own character by reading an article about character analysis through astrology, numerology and/or handwriting (e.g., “Handwriting Analysis, Clues to Personality” by Laura Ricard, “The Magic in Your Name” by Conrad King).

Students: Use various journal responses and re-write one or more texts as an autobiographical sketch, incorporating a related illustration or photograph.

Students: Working in groups of three or four, act as editors to help their partners revise their autobiographical sketch.

Students: Also check that writers develop characterization in narratives, and that the narrative has been told from the first person point of view.

Step F: Grammar and Usage, Spelling and Punctuation

Students: Apply the steps of writing as a process to revise autobiographical sketch.

Students: Integrate newly learned vocabulary into texts.

Students: Revise sentences with attention to the avoidance of sentence errors.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skills Evaluated	Type of Skill	Assessment Tool	Evaluation
Step A	speaking, listening, reading, writing	class, individual	observation, survey, journal response	formative
Step B	reading, speaking, listening	group, individual	observation, chart	formative
Step C	reading, writing	group, individual	chart, journal response	formative
Step D	reading, writing	in peers	grid	summative
Step E	reading, writing	individual	observation, grid	formative, summative
Step F	(see Activity 1.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

- ALLAN, Ted, "Lies My Father Told Me", *Accelerate/Destinations*, Scarborough, Prentice-Hall, 1989, p. 16-23.
- BUCKLER, Ernest, "Penny in the Dust", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981, p. 4-6.
- CARLSON, Judy, "Head Over Heels", *idem.*, p. 16-23.
- ELIS, Elizabeth, "Flowers and Freckles Cream", *On Common Ground*, Toronto, Oxford, 1994, p. 2-4.
- FULTON, Kaye, "A Day in the Life of Céline Dion", *People Profiles/Magazines*, Scarborough, Prentice-Hall, 1993, p. 15-17.
- IVESON, M., and ROBINSON, S., eds., "How Would You Like to be Remembered?" *People Profiles/Magazine*, Scarborough, Prentice-Hall, 1993, p. 18-19.
- KELLY, Sheldon, "Terror Above the Arctic Circle", *Heroic Adventures/Magazine*, Scarborough, Prentice-Hall, 1993, p. 30-31.
- KING, Conrad, "The Magic in Your Name", *Fast Forward/Destinations*, Scarborough, Prentice-Hall, 1989, p. 5-99.
- LINDROS, Eric, "Fire on Ice", *People Profiles/Magazine*, Scarborough, Prentice-Hall, 1993, p. 24-25.
- MCCOURT, Edward, "Cranes Fly South", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981, p. 11-15.
- MONTGOMERY, Lucy Maud, "A Winter's Walk", *People Profiles/Anthology*, Scarborough, Prentice-Hall, 1993, p. 41-42.
- O'FLAHERTY, Liam, "The Sniper", *What's Fair?/Anthology*, Scarborough, Prentice-Hall, p. 38-41.
- RICARD, Laura, "Handwriting Analysis Clues to Personality", *People Profiles/Anthology*, Scarborough, Prentice-Hall, 1993, p. 40-42.
- TELLEZ, Hernando, "Lather and Nothing Else", *Strawberries and Other Secrets*, Scarborough, Nelson, 1970.
- VEREAS, Tom, "What I Learned from Raoul Wallenberg", *People Profiles/Magazine*, Scarborough, Prentice-Hall, 1993, p. 27-30.
- WILSON, Budge, "Be-ers and Doers", *People Profiles/Anthology*, Scarborough, Prentice-Hall, 1993, p. 120-132.

Human

- S local storyteller or writer
- S guidance counsellor to administer personality survey

Material

- S personality survey/questionnaire, references on etymology of names

Technological

Literature Resources for High School

<http://www.teleport.com/~mgroves/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

- Appendix EAE1D 1.4.1:** Character Sketch (chart)
- Appendix EAE1D 1.4.2:** Character Sketch (assignment)
- Appendix EAE1D 1.4.3:** Writing Assignment: Autobiographical Sketch
- Appendix EAE1D 1.4.4:** Evaluation Sheet for Autobiographical Sketch
- Appendix EAE1D 1.4.5:** “Head Over Heels” (acrostic)

Appendix EAE1D 1.4.1

CHARACTER SKETCH

CHARACTERS ARE DEFINED BY:

- a. What they say
- b. What they do +
- c. What others say about them Proof of their
- d. How others react to them characteristics
- e. What the author/narrator tells the reader -

A CHARACTER SKETCH INCLUDES INFORMATION ABOUT THE CHARACTER’S:

- A- Background
- B- Physical appearance
- C- Personality
- D- Dominant trait
- E- Role in the story

WHEN PREPARING A CHARACTER SKETCH USE THE FOLLOWING FORMAT:	
CHARACTERISTICS	REFERENCE
A. BACKGROUND	
B. PHYSICAL APPEARANCE	
C. PERSONALITY	
D. DOMINANT TRAIT	
E. ROLE IN THE STORY	

TITLE OF WORK UNDER STUDY: _____

AUTHOR OF WORK UNDER STUDY: _____

NAME OF CHARACTER: _____

Appendix EAE1D 1.4.2

CHARACTER SKETCH

Write a detailed character sketch of a central character in a book, movie or TV show.

DUE DATE: _____

INSTRUCTIONS

1. **Title page:** clearly indicate the name of your character and the title of the show, book or movie you are using.
2. **Chart:** use a chart form as a draft and to take notes while you read or watch your show or movie.
3. **Sketch:**
 - introduction (3 - 4 lines)
 - a paragraph for each element (4 - 5 lines each)
 - the paragraph on personality should be about eight to 10 lines long since it should include three traits and three examples
 - a conclusion (2 - 3 lines)
4. Verify **spelling** and **grammar**: remember to indent and to write in ink.

Appendix EAE1D 1.4.3

WRITING ASSIGNMENT: AUTOBIOGRAPHICAL SKETCH

To write an autobiographical sketch, rummage around in the hidden corners of your mind. Focus on an object, person or event that will reveal something about yourself to others. Develop **one** single idea. Select vivid images and details that contribute to your main idea.

Your sketch (about one page) is to be written in **three paragraphs**:

- i) a short introduction that informs the reader what you discovered about yourself;
- ii) an anecdote that develops your main idea;
- iii) a conclusion that sums up or comments on your main idea.

Some questions to help jog your memory

What was your favorite toy? ... Did you have a childhood nickname? ... Did you have any heroes or heroines? ... Did you ever encounter a childhood bully? ... Did you have a favorite pet?

Opening ideas

1. All of a sudden, everything made sense.
2. I finally learned that I had to stand on my own two feet.
3. Recently, I discovered that teachers (parents, brothers, sisters) are human.
4. It suddenly dawned on me that there is more to life.

ASSIGNMENT DUE: _____

Appendix EAE1D 1.4.4

EVALUATION SHEET FOR AUTOBIOGRAPHICAL SKETCH

DATE: _____

NAME: _____

TOPIC CHOSEN: _____

		Level 1	Level 2	Level 3	Level 4
	Unsatisfactory or non-existent	Needs improvement	Somewhat effective	Effective	Very effective
<p><u>A. Ideas</u></p> <p>1. Effective title</p> <p>2. Introduction</p> <ul style="list-style-type: none"> - catches reader's interest - introduces main idea <p>3. Body</p> <ul style="list-style-type: none"> - interesting; clarifies / explains main point <p>4. Conclusion</p> <ul style="list-style-type: none"> - sums up main idea - effective ending 					
<p><u>B. Expression</u></p> <ul style="list-style-type: none"> - Sentences are clear and make sense. - Word choice is appropriate and effective. - Interesting details and descriptions are used. 					
<p><u>C. Writing Skills</u></p> <ul style="list-style-type: none"> - fragments - run-ons - capital letters - indentation - verbs (tense and agreement) - spelling - handwriting - other ... 					
<p><u>D. Comments</u></p>					

OVERALL LEVEL OF ACHIEVEMENT: _____

OVERALL MARK: _____

Appendix EAE1D 1.4.5 *Head Over Heels*

by Judy Carlson page 16

Reference: Juliet, Romeo, Mercutio, John Steinbeck, Ernest Hemingway

Vocabulary: resemble, lean, stride, constructively, obsessed, polar, casserole, extracurricular, professionally, unattainable, lanky, substantial, antagonistic, frowning, glimpses, standstill, psyching, triumphantly, toying, solemnly, wryly, affections, freckle, literature.

Acrostic Puzzle

1. _____ U _____

2. _____ N _____

3. _____ A _____

4. _____ T _____

5. _____ T _____

6. ____ A ____

7. HEM I NGWAY

8. _____ N

9. _____ A _____

10. STEIN B ECK

11. _____ L ____

12. _____ E ____

Clues

1. victorious

2. solidly built; strong

3. hostile; adversarial

4. cannot be reached

5. helpful

6. lank, gaunt

7. American novelist

8. scowl; glower

9. books, letters

10. American novelist

11. distortedly; crookedly

12. grave, serious, dignified

Questions for discussion and for writing:

1. What problems might a young woman and a young man face as they attempt to start a relationship?
2. Write about a time when you felt insecure about yourself but later discovered your fears were unfounded (or only temporary).
3. Compile a list of the things you like most about a favourite person in your life.
4. Compile a list of characteristics you dislike in people (without being specific to any one person).
5. What do you do to cheer yourself up when you feel down?
6. Share incidents where traditional roles are reversed (e.g. a woman repairs a car or a man bathes a baby).

ACTIVITY INFORMATION EAE1D 1.5

Exploring Themes

1. Time

210 - 240 minutes

2. Description

In this activity, students will apply their knowledge of literary forms and techniques to read, discuss and analyse short stories that deal with different themes or issues. They will interpret the theme of a literary text, formulating a thematic statement and citing key passages as evidence. They will explore the theme of discrimination and formulate their own opinions in a multi-paragraph text.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 5

Specific Expectations: EAE1D-LR-For.1 - 2
EAE1D-LR-Str.1 - 2 - 3 - 7 - 8
EAE1D-LR-Inv.1 - 2 - 4 - 5 - 8 - 9 - 10 - 12
EAE1D-LR-Crit.2 - 3

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 3 - 4 - 5 - 6
Specific Expectations: EAE1D-W-For.3 - 7 - 8 - 12 - 13 - 14
EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6
EAE1D-W-Gram.4 - 5 - 6 - 7 - 9
EAE1D-W-Res.6 - 7 - 8
EAE1D-W-Crit.1 - 2 - 4

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.2 - 3
Specific Expectations: EAE1D-O-ForList.1 - 6
EAE1D-O-GrSk.3
EAE1D-O-ForSpea.5 - 6 - 8
EAE1D-O-Crit.1

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3

Specific Expectations: EAE1D-M-Inv.1 - 2 - 6
EAE1D-M-Crit.1 - 2 - 4 - 5 - 6

4. Planning Notes

- S provide time for the application of the writing process
- S select videos which enhance the study of stories and reserve VCR

5. Prior Knowledge Required

- S have studied the short story in its print and media form in grades 7 and 8, and be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année, 1998*
- S understand the literary and grammatical terms used
- S understand literary/stylistic devices and increasingly complex elements of literature
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure, and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction
- S apply various group skills to accomplish an academic task

6. Activity Instructions

Teaching/Learning Strategies

Step A: Reading, Speaking, Listening

Teacher: Leads brainstorming in which students identify groups that wear uniforms: e.g., at school, on the job (service industry), in institutions, and asks students how many different uniforms they wear.

Teacher: Prepares students for the reading of the next short story by asking questions: how important is it to feel that one belongs or can identify with others?

Students: In groups, brainstorm and formulate a chart whereby they show peer pressure in a number of aspects: clothing, music appreciation, expressions, attitudes.

Step B: Reading/Writing/Questions and Answers, Journal Response

Students: Read silently or aloud a story that deals with the themes of belonging and/or alienation and/or loneliness (e.g., “On the Sidewalk Bleeding” by E. Hunter, “As It Is With Strangers” by Susan Beth Pfeffer, “Teenage Wasteland” by Anne Tyler, “Day of

the Butterfly” by Alice Munro, “My Name is Masak” by Alice French, “The Hockey Game” by Wes Fine Day).

Teacher: Asks oral and written questions that verify comprehension and which review the elements of the short story.

Teacher: Lists themes in the story on the board and asks students to find an event and quotations from the text that relate to the theme.

Teacher: Lists students’ references on the board in chart form and completes chart, with students’ interpretation of the author’s ideas.

Teacher: Uses findings from above chart to formulate two or three thematic statements for students to write in their notes.

Students: In their journal, reflect on the above theme: is it more important to be a member of a group or to be an individual?

Step C: Researching/Speaking/Listening

Students: Read a science-fiction short story (“Lose Now, Pay Later” by Carol Farley, “The Golden Apples of the Sun” by Ray Bradbury, “Ultimate Construction” by C.C. Shackleton, “Vital Factor” by Nelson Bond) and maintain a vocabulary log of difficult words.

Teacher: Discusses students’ views of: future luxuries that technology will bring, (perhaps for students in schools), future issues and laws.

Teacher: Assigns the reading of a short story (sci-fi). The story may involve as simple an idea as driving a car down a highway (“Violation” by A. Nolan) or going for a bicycle ride (“1937 A.D.” by J. Sladek).

Students: In groups, formulate three thematic statements, with references, relating to the above story.

Step D: Reading/Questions and Answers

Students: Read at least one fiction or non-fiction text on discrimination (e.g., “Bald is Beautiful” by Peg Kehret, “The Go Bus, A Boy and a Swastika” by Dyanooosh Yousseffi, “My Father’s Private Battle” by Jari Brodie, “Being Comfortable with Being ‘Weird’” by N.C. Powell).

Teacher: Asks questions that focus on the theme of discrimination as it appears in the text, discussing other relevant literary elements such as setting, character, plot and conflict.

Students: Identify and discuss the solutions and/or non-solutions to the problem of discrimination as found in the text, explaining why they agree or disagree with the outcome of the story.

Step E: Viewing/Exploration, Journal Response

Students: View a film version of a short story on discrimination (e.g., *Jack of Hearts* by I. Huggan, *Mortimer Griffin and Shalinski* by M. Richler), noting the actions and words in the movie that they consider to be examples of discrimination.

Students: Informally share and discuss their notes on the movie.

Students: Respond individually in their journals by writing a sequel to the movie in which they predict a solution or non-solution to the situation presented in the movie.

Step F: Introduction/Viewing, Critical Thinking

Students: Watch a video or film clip of a popular television show or movie that presents teenagers in a relevant context such as school, home, or work.

Students: In groups of three or four, determine to what extent the video or film clip is realistic and why, recording their opinions in a “fish bone chart” and then informally sharing their findings with their classmates.

Students: In groups of three or four, find ads in a newspaper or magazine which convey stereotypes and explain their selections to each other.

Step G: Writing/Opinion Text

Students: Defend an opinion in a multi-paragraph text which is addressed to a specific audience according to one of the following scenarios:

S write a (real or imaginary) letter to a television station or to the producer of a television show about the negative portrayal of teenagers on television

S write a (real or imaginary) letter to a company about the stereotypes that appear in their advertisements

S write a (real or imaginary) letter to a school official about the presence of gangs or cliques in the school or community

S write a (real or imaginary) letter to a law enforcement official about violence in the community.

Step H: Viewing, Reading/Comparing, Assessing

Students: In groups of four, compare in chart form the themes of short stories read in class with various television shows and movies, regrouping them under common themes.

Students: Add an extra column to their chart in which they assess and give their opinions about the various print and media texts.

Step I: Grammar and Usage, Spelling and Punctuation

Students: In groups of three, exchange their initial drafts. In a constructive way, the partners draw attention (by highlighting, underlining, circling) to the elements that need improvement.

Students: In circles of three, read and comment on each other’s drafts, with attention to levels of language and paragraph structure.

Students: In groups of three, review sentence structure, consistency of verb tenses, clear subject-verb and pronoun-antecedent agreement, correct diction, spelling and punctuation.

Students: Consult dictionaries, thesauri and electronic resources before consulting with the teacher.

Students: Include examples, eliminate extraneous details and reduce their texts to an effective length.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	speaking, listening	individual, class	brainstorming	formative
Step B	reading, writing	individual, class	chart, journal response, questions and answers	formative
Step C	reading	group, individual	observation	formative or summative
Step D	reading, speaking, listening	individual, class	observation	formative
Step E	speaking, listening, reading, writing	group or in pairs	checklist	formative
Step F	speaking, listening, viewing, writing	individual, class	journal response, observation	formative
Step G	writing	individual	grid	summative
Step H	viewing, reading, speaking, listening	group	chart	formative or summative
Step I	(see Activity 1.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BOND, Nelson, "Vital Factor", *Strawberries and Other Secrets*, Scarborough, Nelson, 1970, p. 57-61.

BRODIE, Jari, "My Father's Private Battle", *What's Fair? Magazine*, Scarborough, Prentice-Hall, 1993, p. 26-28.

BRADBURY, Ray, "The Golden Apples of the Sun", *idem.*, p. 86-93.

FARLEY, Carol, "Lose Now, Pay Later", *On Common Ground*, Toronto, Oxford, 1994, p. 17-23.

- FINE DAY, Wes, "The Hockey Game", *Accelerate Destinations*, Scarborough, Prentice-Hall, 1989, p. 117-123.
- FRENCH, Alice, "My Name is Masak", *On Common Ground*, Toronto, Oxford, 1994, p. 197-202.
- HUNTER, Evan, "On the Sidewalk Bleeding", *Strawberries and Other Secrets*, Scarborough, Nelson, 1970, p. 207-215.
- KEHRET, Peg, "Bald Is Beautiful", *On Common Ground*, Toronto, Oxford, 1994, p. 35-37.
- MUNRO, Alice, "The Day of the Butterfly", *Accelerate/Destinations*, Scarborough, Prentice-Hall, 1989, p. 148-158.
- PFEFFER, Susan B., "As It Is With Strangers", *On Common Ground*, Toronto, Oxford, 1994, p. 162-170.
- POWELL, Naomi C., "Being Comfortable with Being 'Weird'," *On Common Ground*, Toronto, Oxford University Press, 1994, p. 103-105.
- SHACKLETON, C.C., "Ultimate Construction", *Strawberries and Other Secrets*, Scarborough, Nelson, 1970, p. 62-63.
- TYLER, Anne, "Teenage Wasteland", *On Common Ground*, Toronto, Oxford, 1994, p. 178-188.

Human

S guest speaker from Amnesty International, from Immigration Canada

Material

S VCR, television, video camera, radio-cassette player, flip chart paper, markers

Technological

Griffin And Shalinski, NFB CO185 609/EC005, 24 min., s.d.

Jack of Hearts, NFB CO186 535/EC005, 24 min., s.d.

Media Awareness Network

<http://www.media-awareness.ca/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 1.5.1: Writing Evaluation Grid (B)

Appendix EAE1D 1.5.2: Achievement Chart - Exploring Themes

**Appendix EAE1D 1.5.1
WRITING EVALUATION GRID (B)**

TOPIC: _____

NAME: _____ **DATE:** _____

OVERALL LEVEL OF ACHIEVEMENT: _____

OVERALL MARK: _____

Level of Achievement

1 = Needs improvement

2 = Somewhat effective

3 = Effective

4 = Very effective

– = Unsatisfactory or non-existent

EXPECTATION	ACHIEVEMENT	COMMENT
1. Elements: Title Introduction Conclusion		
2. Development: Order of ideas Length Dealing with topic Clarity of ideas Originality of ideas Choice of words		
3. Language Conventions: Sentence structure Punctuation Spelling Grammar Other		
General Effectiveness:		

Achievement Chart - Exploring Themes

Appendix EAE1D 1.5.2

<p><i>Assessment Techniques: diagnostic - formative - summative .</i></p> <p><i>Strand: Literature Studies and Reading</i> <i>Overall Expectations: EAE1D-LR-OE.1 - 2 - 5</i></p> <p><i>Strand: Writing</i> <i>Overall Expectations: EAE1D-W-OE.1 - 3 - 4 - 5 - 6</i></p> <p><i>Strand: Media Studies</i> <i>Overall Expectations: EAE1D-M-OE.1 - 2 - 4</i></p> <p><i>Student Task: Multi-paragraph letter to a real or imaginary audience</i></p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
<i>Knowledge/Understanding</i>				
<p>The student: - demonstrates understanding of the theme of discrimination and of the concept of stereotypes in print and media texts and of similarities and differences in the images portrayed - demonstrates understanding of the use of examples for persuasive writing</p>	<p>The student demonstrates limited knowledge of the elements of the short story and limited understanding of theme, concepts and the use of examples for persuasive writing</p>	<p>The student demonstrates some knowledge of the elements of the short story and some understanding of theme, concepts and the use of examples for persuasive writing</p>	<p>The student demonstrates considerable knowledge of the elements of the short story and considerable understanding of theme, concepts and the use of examples for persuasive writing</p>	<p>The student demonstrates thorough knowledge of the elements of the short story and thorough and insightful understanding of theme, concepts and the use of examples for persuasive writing</p>
<i>Thinking/Inquiry</i>				
<p>The student: - analyses print and media texts and defends a point of view about stereotypes in a letter - applies inquiry skills to select examples and to compare and contrast the themes and images</p>	<p>The student uses critical thinking skills with limited effectiveness and applies few of the skills of inquiry</p>	<p>The student uses critical thinking skills with moderate effectiveness and applies some of the skills of inquiry</p>	<p>The student uses critical thinking skills with considerable effectiveness, and applies most of the skills of inquiry</p>	<p>The student uses critical thinking skills with a high degree of effectiveness and applies all or almost all of the skills of inquiry</p>

Communication				
The student: - communicates opinions and ideas in a letter and in a comparison-contrast chart, with a sense of appropriate diction and of the use of persuasive devices	The student communicates opinions and ideas with limited clarity and with a limited sense of diction and persuasion	The student communicates opinions and ideas with some clarity and with some sense of diction and persuasion	The student communicates opinions and ideas with considerable clarity and with a clear sense of diction and persuasion	The student communicates opinions and ideas with a high degree of clarity, with confidence and with a strong sense of diction and persuasion
Application				
The student: - uses correct grammar and spelling, with attention to verbs, to write a letter - uses knowledge of the media to analyse themes and stereotypes -uses knowledge of vocabulary and context cues to analyse themes - uses steps of a writing process to revise and proofread opinion letter - makes connections between viewing habits and opinions expressed	The student uses language and media conventions with limited accuracy and effectiveness , making connections with limited effectiveness	The student uses language and media conventions with some accuracy and effectiveness , making connections with moderate effectiveness	The student uses language and media conventions with considerable accuracy and effectiveness , making connections with considerable effectiveness	The student uses language and media conventions accurately and effectively all or almost all of the time , making connections with a high degree of effectiveness
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY INFORMATION EAE1D 1.6

Exploring Narrative Point of View

1. Time

210 - 240

2. Description

Students continue to develop their reading skills and knowledge of literary forms and techniques with attention to the narrator's perspective. Students will explore the relationships that are formed between the protagonist and the reader, as students will recognize that very often they will "identify" with the main character in a short story. Students explore different points of view in fiction and non-fiction and assume various roles in their journal responses and narratives with attention to the use of dialogue.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.2 - 3 - 5

Specific Expectations: EAE1D-LR-For.1 - 2 - 4 - 5 - 8
EAE1D-LR-Str.1 - 2 - 4 - 5 - 8
EAE1D-LR-Inv.1 - 2 - 9 - 10 - 13
EAE1D-LR-Crit.1 - 2 - 3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 6

Specific Expectations: EAE1D-W-For.1 - 7 - 8 - 9 - 10 - 12 - 13 - 14
EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6
EAE1D-W-Gram.3 - 4 - 7 - 10
EAE1D-W-Crit.2 - 3 - 4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.2 - 3

Specific Expectations: EAE1D-O-ForList.1 - 6
EAE1D-O-ForSpea.1 - 6 - 7 - 8
EAE1D-O-GrSk.3
EAE1D-O-Crit.1

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.2

Specific Expectations: EAE1D-M-Inv.1 - 2 - 7
EAE1D-M-Crit.3 - 5

4. Planning Notes

- S give students access to various anthologies to allow for independent reading
- S provide time for students to share and revise each other's written texts
- S provide time for students to respond in their journals to texts they have read
- S select relevant news stories or activities, and comic strips
- S assign some stories to be read as homework

5. Prior Knowledge Required

- S understand increasingly complex elements of literature
- S have studied the short story in its print and media form in grades 7 and 8, and familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année, 1998*
- S understand literary/stylistic devices and increasingly complex elements of literature
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text and to convey the desired message
- S use a level of language that is appropriate for an academic context
- S read literary and informational texts independently for personal and academic purposes

6. Activity Instructions

Teaching/Learning Strategies

Step A: Reading, Writing/Journal Responses, Vocabulary Log

Students: In their journal, assume the point of view of a character in the story or of another imaginary character. For example, students respond to the short story "On the Sidewalk Bleeding" by Evan Hunter, writing a journal entry from Laura's point of view after Andy's death. The entry should capture Laura's frame of mind with the use of varied sentence structure (e.g., exclamatory, imperative, interrogative sentences; sentence fragment used for effect; use of ellipsis points, short and long sentences) and appropriate word choice (e.g., words strong in connotation). Write a police report from the point of view of the officer at the scene of Andy's murder. The text should be built along the lines of a police report featuring headings (e.g., name of victim, description of victim, age, height, weight, notable traits, scene

of crime, time, injuries, description of incident, witnesses ...) and making use of cold, factual diction.

Write from the point of a newspaper reporter (and/or preparing a radio report on tape) a news report of Andy's death, integrating the Five W's and various features of a news article.

Students: In groups of four, read their responses to each other, assuming proper intonation as much as possible.

Teacher: Reviews activity with students, noting variations in levels of language, sentence structure, word choice, and tone.

Teacher: Discusses with students how texts vary according to point of view purpose, and audience.

Students: Define new or difficult vocabulary from a list of words provided by the teacher in preparation for the study of the next short stories.

Step B: Reading/Dialogue, Point of View

Students: Take turns reading out loud a play or a story in which can be found extensive dialogue (e.g., "25 Good Reasons for Hating My Brother Todd" by Peter D. Sieruta, "Close-Ups" by Meg Wolitzer, "What Cool Is" by Christopher Shulgan, "Running with Marty" by Martha Brooks).

Teacher: Reviews text with students, noting variations in levels of language, punctuation, tone, sentence structure, and vocabulary as they relate to the story's main elements.

Step C: Reading/Chart

Students: In groups of three or four, examine various comic strips, comparing and contrasting the dialogue in chart form.

Students: Informally share their findings and display their chart and comic strips in the classroom.

Step D: Reading/Devices

Students: Read (as homework) at least one humorous short story, with attention to the stylistic devices and literary elements that create humour in the text (e.g., "The Hitch-Hiker" by Gregory Clark, "The Harps of Heaven" by John Durham, "The Dentist and the Gas" by Stephen Leacock, "Baloney Sandwiches" by W.J. Klebeck, "Consommé & Coca Cola" by Al Pittman).

Teacher: Asks students oral questions about the selected story so that students can make the connections between point of view and humour.

Teacher: Reviews with students literary/stylistic devices that create humour (e.g., exaggeration, pun, twist ending), with reference to the text.

Step E: Reading/Questions and Answers

Students: Read a short story written in the first person point of view (e.g., "Hurt" by Alden Nowlan, "The Hockey Sweater" by Roch Carrier - also available as a NFB video, "The Boxing Champion" by Roch Carrier, "There's a Bat in Bunk Five" by Paula Dazinger, "Goalie" by Rudy Thauberger, "Homecooking" by Elizabeth Woody).

Teacher: Asks students written and oral questions on the above short story, with attention to the effect of point of view on the story's plot, characters, conflict and theme as well as its impact on the reader.

Teacher: Explains the different narrative points of view - 1st person, 3rd person, involved, uninvolved, omniscient - using examples from the stories read in class.

Step F: Reading/Questions and Answers, Jigsaw

Students: Read a literary text which is clearly non-fiction or autobiographical (e.g., “My Dear Mr. M.” by L.M. Montgomery, “Frobisher Bay Childhood” by Alootook Ipellie, “The Potent Center” by Patricia Hamp, “Mrs. Bertha Flowers” by Maya Angelou, “My Father” by Maria Campbell).

Students: In groups, answer questions on the above story that verify comprehension and that focus on the various literary elements.

Students: In groups, share answers using the jigsaw method.

Teacher: Discusses with students the difference between fiction and non-fiction and the reasons for reading both in today’s society.

Students: Reflect on the reasons for reading and writing as they read an article that deals with the topic of communication (e.g., “Finding a Voice” in *People Profiles*, “Ways of Seeing” in *People Profiles*).

Step G: Reading/Fact and Opinion

Students: Read at least two or three different news articles and/or news stories (e.g., “Amazing Twins” by Jay Ingram, “The Man Who Skied Everest” by Yurchiro Muira, “Search for the Northwest Passage” in *Heroic Adventures*, “Joseph Jackson: An Impossible Stranger” in *Heroic Adventures*, “Twin Odysseys to the Outer Planets” in *Heroic Adventures*).

Students: In groups of three or four, determine whether the information presented is fact or opinion, fiction or non-fiction.

Step H: Reading, Writing/Role-Playing

Students: Write a multi-paragraph text in which they assume a specific point of view according to one of the following scenarios:

- S two characters from a story read in class meet again ten years later
- S you are on the bus on the way home from school and meet one of the characters from a story read in class
- S you are the author of one of the stories read in class; in a brief e-mail message you explain to students why you wrote this story
- S you interrupt a conversation between two characters in a story and assume a role in the story, while maintaining your own identity.

Step I: Reading/Test or Report

Students: Read in class a short story selected by the teacher as a sight passage and answer various types of questions that verify their reading skills and their knowledge of the elements of the short story

OR

Read independently one or more short stories of their choice relating to a specific theme (e.g., survival, growing up, responsibility) and respond in writing to various questions.

Step J: Grammar and Usage, Spelling and Punctuation

Students: Review main rules of subject-verb agreement with attention to the use of pronouns.

Students: Integrate dialogue into their text and manipulate point of view, adapting punctuation, vocabulary, level of language and sentence structure.

Students: Revise each other's texts according to steps of the writing process.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Skill	Assessment Tool	Evaluation
Step A	reading, writing, listening	group, individual, class	journal response, observation	formative
Step B	reading, speaking, listening	class, teacher presentation	observation	formative
Step C	speaking, listening, reading	groups	checklist, class display	formative
Step D	reading, speaking, listening	individual, class	observation, questions and answers	formative
Step E	speaking, listening, reading	teacher presentation, individual	observation	formative
Step F	reading, speaking, listening, writing	group, class	questions and answers, jigsaw	formative
Step G	reading	individual, group	observation	formative
Step H	reading, writing	individual	grid, role-playing	summative
Step I	reading	individual	test or report, questions and answers	summative
Step J	(see Activity 1.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

- ANGELOU, Maya, "Mrs. Bertha Flowers", *People Profiles/Anthology*, Scarborough, Prentice-Hall, 1993.
- BROOKS, Martha, "Running with Marty", *Accelerate/Destinations*, Scarborough, Prentice-Hall, 1989, p. 3-9.
- CAMPBELL, Maria, "My Father", *Voices Under One Sky*, Scarborough, Nelson, 1993, p. 82-87.
- CARRIER, Roch, "The Boxing Champion", *On Common Ground*, Toronto, Oxford, 1994, p. 30-33.
- CARRIER, Roch, "The Hockey Sweater", *In your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981, p. 192-195.
- CLARK, Gregory, "The Hitch-Hiker", *Early September*, Scarborough, Nelson, 1980, p. 71-74.
- DAZINGER, Paula, "There's a Bat in Bunk Five", *Starting Points in Reading F*, Ginn co., 1983, p. 10-19.
- HAMPL, Patricia, "The Potent Center", *People Profiles/Anthology*, Scarborough, Prentice-Hall, 1993, p. 59-62.
- HUNTER, Evan, "On the Sidewalk Bleeding", *Strawberries and Other Secrets*, Scarborough, Nelson, 1970, p. 206-215.
- INGRAM, Jay, "Amazing Twins", *People Profiles/Magazine*, Scarborough, Prentice-Hall, 1993.
- IPELLIE, Alookook, "Frobisher Bay Childhood", *People Profiles/Anthology*, Scarborough, Prentice-Hall, 1993, p. 1-3.
- IVENSON, M., and ROBINSON, S., *et al.*, eds., *People Profiles/Magazine*, Scarborough, Prentice-Hall, 1993, p. 12-13, p. 32-33.
- KLEBECK, W.J., "Baloney Sandwiches", *Accelerate/Destinations*, Scarborough, Prentice-Hall, 1993, p. 59-60.
- LEACOCK, Stephen, "The Dentist and the Gas", *Early September*, Scarborough, Nelson, 1980, p. 75-79.
- MONTGOMERY, L.M., "My Dear Mr. M.", *People Profiles/Anthology*, Scarborough, Prentice-Hall, 1993, P. 5-11.
- MUIRA, Yuichiro, "The Man Who Skied Everest", *People Profile/Magazine*, Scarborough, Prentice-Hall, 1993, p. 45.
- PITMAN, Al, "Consommé & Coca Cola", *Accelerate/Destinations*, Scarborough, Prentice-Hall, 1989, p. 141-145.
- THAUBERGEN, Rudy, "Goalie", *People Profiles/Anthology*, Scarborough, Prentice-Hall, 1993, p. 50-56.
- WOLITXZER, Meg, "Close-ups" *In your Own Words I*, Toronto, Holt, Rinehard and Wilson, 1981, p. 58-65.
- WOODY, Elizabeth, "Homecooking", *Voices Under One Sky*, Scarborough, Nelson, 1994, p. 174-180.

Material

S news stories, comic strips

Technological

Literature Resources for High School

<http://www.leteport.com/~ngrives/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 1.6.1: Independent Reading

Appendix EAE1D 1.6.2: Reading Journal/Instruction for the Short Story or Drama

Appendix EAE1D 1.6.1

Independent Reading

Read a story which relates to the theme of SURVIVAL and give the following information about the story.

Answer all questions in full sentences, on a separate sheet, in pen, in no less than 10-12 lines. Provide examples and quotations from the story in the explanation of your ideas. (Please recopy questions to facilitate marking).

Your name: _____

Date:

Title of story: _____

Author's name:

Part A:

Show that this is a SURVIVAL story because ...

- a) ... the life of one or more characters is threatened. (Begin by identifying your character.)
- b) ... one or more characters face a conflict. (Remember to explain the KIND of conflict as well.)
- c) ... the suspense or surprise leads to a climax and a dramatic ending
- d) ... one or more characters win or lose the struggle for survival

Part B:

For what two reasons did you like and/or dislike this story ?

Part C:

Formulate two thematic statements about SURVIVAL with examples from your story to explain your interpretation.

Part D:

Make a cover page for your story, clearly indicating its title and author. Explain how your cover relates to the story.

Appendix EAE1D 1.6.2

Reading Journal

Instructions for the SHORT STORY or DRAMA

Complete at least FIVE of the following questions or activities, as they relate to your text or script.

1. How does the title relate to the text or script ? What event gets the action started ? Where and when does the story, movie, or play begin ?
2. Identify two-three main characters:
 - a) What role does each play ?
 - b) How do they relate to each other ?
 - c) Are they realistic, according to you ? Why?
3. What two conflicts are faced by the characters ? How are these conflicts resolved (if not resolved, explain why) ?
4. What two important messages (or themes) are expressed by this text or script ? Give an example and a quotation for each theme.
5. Give two examples of suspense from the text or script. Chart the main events, and retell the climax of the short story or play.
6. Be a critic:
 - a) Do you like the ending ? Why ?
 - b) Did you enjoy this story, movie, or play ? Why ?
 - c) Would this story make a good movie, or vice-versa ? Why ?
7. Draw a poster or a book cover that would encourage other people to read this text or to watch this play or movie.
8. Memorize (about 20 lines) and present (live or on video) to the class a passage from your story, play or movie. Include one dramatic element such as costume, gestures, voice effects, scenery. (If the passage involves dialogue, ask a friend to read the role of another person if necessary.)

ACTIVITY INFORMATION EAE1D 1.7

Grammar and Usage, Spelling and Punctuation

1. Time

180 - 200 minutes

2. Description

In this activity, students will further their knowledge of spelling patterns, parts of speech and sentence combining, with emphasis on proofreading skills. Students will review the steps of writing as a process. Students will develop their knowledge of context cues, word origins and levels of language.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.2

Specific Expectations: EAE1D-LR-For.5
EAE1D-LR-Str.1 - 3 - 5 - 6 - 7

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 4

Specific Expectations: EAE1D-W-For.11 - 12 - 13 - 14
EAE1D-W-Proc.1 - 2 - 3 - 5 - 6
EAE1D-W-Gram.4 - 5 - 6 - 7 - 8
EAE1D-W-Crit.2

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.3

Specific Expectations: EAE1D-O-ForList.1 - 2 - 7
EAE1D-O-ForSpea.7
EAE1D-O-GrSk.1 - 2 - 3

4. Planning Notes

- S give students access to print and electronic resources
- S plan the components of the writing folder
- S provide students with examples of regionalisms and dialects

5. Prior Knowledge Required

- S be familiar with the various steps of writing as a process
- S recognize sentence errors
- S understand the literary and grammatical terms used
- S select various reading strategies and research techniques and read texts independently
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction

6. Activity Instructions

Teaching/Learning Strategies

Step A: Reading, Writing/Diagnosis

Students: Complete a diagnostic reading and writing test to determine reading comprehension, knowledge of grammar, spelling usage and punctuation, as well as level of vocabulary development (a cloze test is recommended).

Students: Maintain their own vocabulary log as they read the short stories..

Students: Also organize a “Vocabulary Building Day” when one class period is set aside for students to creatively think of ways in which they can build their vocabularies. (e.g., prepare quizzes with fill-in-the-blanks, antonym and synonym searches, analogies.)

Students: Prepare their own word games (e.g., as Balderdash) with the use of print and electronic resources.

Students: Display their game in the class.

Students: Prepare an oral presentation where they talk about their “favourite new word”; they explain its etymology and explore its usage.

Step B: Reading, Writing/Vocabulary

Students: Maintain a vocabulary log of new or difficult words from short stories studied in class.

Teacher: Reviews with students the use of context cues in reading texts.

Students: Complete exercises on context cues and word origins, using print and electronic resources as references, if necessary (as classwork and/or homework).

Step C: Writing/Proofreading

Students: Review spelling with attention to their own spelling errors and words that are confusing because they look or sound alike.

Students: Review parts of speech and the elements of the sentence with emphasis on the avoidance of sentence errors and the use of sentence-combining techniques.

Students: Proofread their own and others’ texts as well as texts provided by the teacher, first in groups and then individually; explain their reasons for making changes to the texts.

Step D: Writing Process/Draft of Narrative Text

Teacher: Presents steps of the writing process.

Students: Start a draft in class. They will discover that they must focus on action that is developed over a matter of a few minutes in one place. Although there might be just one character, they should try to provide some insight into human nature.

Students: Sequence the events according to the chosen format: the action should rise to a climax and the conclusion should provide an ironic twist. (Dialogue may be used and the narrative point of view must be consistent.)

Students: Revise their introductions and conclusions for clarity and effect.

Students: Organize drafts and notes in a writing folder according to the teacher's expectations.

Step E: Editing/Proofreading/Publishing

Students: Working in groups of three or four, will read their partners' drafts.

Teacher: Provides students with a checklist of the elements of the short short story and the evaluation criteria.

Students: Read and make constructive recommendations to their classmates.

Students: Check spelling, punctuation, grammar and diction, and use print and electronic resources to edit and publish their text.

Students: Display their text and/or read it to the class and/or copies should be printed for distribution.

Students: Assess one another's texts either formally or informally.

Step F: Reading, Writing/Levels of Language

Teacher: Provides students with examples of regionalisms and/or dialects.

Teacher: Presents the various levels of language, using specific examples to clarify differences.

Students: Identify various levels of language in prepared exercises.

Students: In reading one or more short stories, list and identify different levels of language.

Students: In writing narratives, experiment in writing different narrative points of view. (They should experiment with dialogue and dialects. They might recognize that even within the province people speak with different pronunciations or accents, or people from different areas use different words or phrases or expressions to describe similar things or events.)

Teacher: Discusses with students the reasons for this variety, emphasizing the need to respect this diversity from one region to another.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, writing	individual	grid, observation, cloze	diagnostic
Step B	reading, writing	individual, groups	vocabulary log, word games	formative
Step C	writing	individual, groups	observation, exercises, writing portfolio	formative, summative
Step D	writing	individual, groups	observation, checklist	formative, summative
Step E	writing	individual, groups	checklist	formative, summative
Step F	reading, writing	individual, groups	exercises	formative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BUCKLEY, Joanne & GATES, David, *Put it in Writing*, second edition, Scarborough, Prentice-Hall, 1995, 297 p.

LITTELL, Joy, *et al.*, eds., *Building English Skills/Practice Book/Orange Level*, Canadian Edition, Toronto, Irwin, 1983, 170 p.

ROBINSON, S.D., *et al.*, *Bridges 4*, Scarborough, Prentice-Hall, 1987, 331 p.

ROBINSON, S.D. *et al.*, *Fast Forward/Destinations*, Scarborough, Prentice-Hall, 1990, 366 p.

Human

S local writer

Technological

Dictionaries

<http://ansernet.rcls.org/deskref/drdict.htm#DRDICT>

Merriam-Webster Online Dictionary

<http://www.m-w.com/netdict.htm>

Online English Grammar

<http://www.edunet.com/english/grammar/index.cfm>

Writing Tips

<http://www.niva.com/writblok>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

- Appendix EAE1D 1.7.1:** Editing Checklist
- Appendix EAE1D 1.7.2:** Levels of Language (A)
- Appendix EAE1D 1.7.3:** Levels of Language Usage
- Appendix EAE1D 1.7.4:** Levels of Language (B)

Appendix EAE1D 1.7.1

EDITING CHECKLIST

NAME: _____

DATE: _____

As **EDITOR**, it is your job to make suggestions that will help a friend to communicate his/her ideas as clearly and as smoothly as possible.

A. First Reading Check

1. Does the first paragraph introduce the story? _____
2. Does the development paragraph talk about one main idea? _____
3. Does the writing have interesting descriptive details? _____
4. Does the conclusion paragraph sum up or comment on the story? _____
5. Does the story have an effective title? _____

B. Second Reading Check

1. Check the writing for “BLAH” words, phrases or sentences:
 - S Did you help your friend to **SUBSTITUTE words** or **phrases** to make the writing more interesting? _____
 - S Did you help your friend to **ADD words** or **phrases** to make the sentences sparkle? _____
 - S Did you help your friend to **REARRANGE** any **words, phrases** or **sentences** to make the ideas clearer? _____
 - S Did you help your friend **DELETE** any unnecessary **words, phrases** or **sentences**? _____

C. Third Reading Check

1. The text is free of fragments and run-ons. _____
2. Capital letters are used when necessary. _____
3. The first word of the paragraph is indented. _____
4. All verbs are in the right tense and agree with the subject. _____
5. All words are spelled properly. (I checked if I was not sure!) _____
6. The final copy is neat and easy to read. _____
7. Other _____

Appendix EAE1D 1.7.2

LEVELS OF LANGUAGE (A)

(As you read the story now, think of ways that this story is similar to action / adventure movies.)

When choosing words to express your thoughts,
keep your intended audience in mind.
The following chart summarizes the levels of usage.

LEVEL	CHARACTERISTICS	APPLICATIONS
Formal	<ul style="list-style-type: none"> S no contractions S no idioms S technical and specialized words 	<ul style="list-style-type: none"> S legal documents S essays S public speeches S academic writing S scientific reports
Informal	<ul style="list-style-type: none"> S contractions S idioms S shortened words (e.g., phone) 	<ul style="list-style-type: none"> S conversations and other informal speaking situations S newspapers S magazines S business correspondence
Regional	<ul style="list-style-type: none"> S words peculiar to different parts of the country 	<ul style="list-style-type: none"> S conversations with others who understand the words
Slang	<ul style="list-style-type: none"> S usually popular for a short period of time, such expressions can become meaningless, (e.g., swell) 	<ul style="list-style-type: none"> S conversations ... only if the expressions adds flair
Incorrect	<ul style="list-style-type: none"> S inappropriate expressions (e.g., ain't, could of) 	<ul style="list-style-type: none"> S should never be used

Appendix EAE1D 1.7.3

LEVELS OF LANGUAGE USAGE

1. Find five words or expressions that could be considered **REGIONALISMS** typical of the area in which you live.
-
-

2. Which level of English is used in each sentence?

- a) All night long he heard the drip of the water.
- b) My last blind date was certainly a drip.
- c) I will drain the vegetables.
- d) Two exams a day drain a person.
- e) After walking all day at the fair, John was beat.
- f) They looped the curtains back to let in more light.
- g) He was really looped.
- h) All we do in class is yak about current events.
- i) I want you to level with me.
- j) We have to level the surface before we paint it.

** Can you substitute a **FORMAL** or **INFORMAL** word for the **SLANG** word in the above sentences?

3. Write the meaning of the **SLANG** expressions:

- a) The Polecats were up a tree.
- b) I needed some dough because I had blown a bundle on his birthday gift.
- c) Joe is as tame as a kitten and does whatever I tell him.
- d) He was floating on top of the world until trouble struck.
- e) The team was battling tooth and nail to win the finals.

4. Identify the **NON-STANDARD (INCORRECT)** words in each sentence. Write the **STANDARD** form for each.

- a) About this time I started simmering down and realize what I just done.
- b) To keep the crowds happy, I lets Joe coach the bases.
- c) He's gonna hafta get ready or he'll be late.
- d) "He ain't got the ball," I yells.
- e) He should of played his best men first.
- f) He ran like bloodhounds were chasing him.

Appendix EAE1D 1.7.4

LEVELS OF LANGUAGE (B)

1. Underline any **SLANG** expressions and then write the meanings of them in the spaces provided:

- a) Your letter made me uptight _____
- b) The whole scene is a bumner. _____
- c) I have been ripped off. _____
- d) I shouldn't be hassled like this. _____
- e) I shouldn't have to _____
- f) I am a health nut and you are a corporate biggie. _____
- g) I'm flat-busted broke right now. _____
- h) I'll try to be nice when I ditch my boyfriend. _____

2. Which level of English is used in each sentence?

** Substitute a **FORMAL** or **INFORMAL** word for any **SLANG** words in the sentences.

- a) All night long he heard the drip of the water.
- b) My last blind date was certainly a drip.
- c) I will drain the vegetables.
- d) Two exams a day drain a person.
- e) After walking all day at the fair, John was beat.
- f) They looped the curtains back to let in more light.
- g) He was really looped.
- h) All we do in class is yak about current events.
- i) I want you to level with me.
- j) We have to level the surface before we pain it.

3. Identify any **NON-STANDARD (INCORRECT)** words in each sentence. Write the **STANDARD** form for each.

- a) He's gonna hafta get ready or he'll be late. _____
- a) "He ain't got the ball", I yells. _____
- b) He should of played his best men first. _____
- c) He hasn't got a lot of them. _____
- d) You's won't never do that again. _____

ACTIVITY 1.8 (EAE1D)

Summative Assessment Task Suspense and Surprise

1. Time

(Time allotment for the summative task must be an integral part of the activities' time frame.)

80-100 minutes

2. Description

For this summative assessment task, students demonstrate their writing skills and their knowledge and understanding of the elements of the short story by writing a multi-paragraph narrative text. Students apply steps of writing as a process to proofread and edit their text, with attention to the sequence of events and sentence structure. This summative assessment task follows *Activity 1.2: Exploring Plot*.

3. Strands and Expectations

Strand: Writing

Overall Expectations: EAE1D-W-OE. 1 - 2 - 4 - 6

Specific Expectations: EAE1D-W-For.1 - 8 - 10 - 12 - 13

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6

EAE1D-W-Gram.4 - 7 - 9

EAE1D-W-Crit.1 - 2 - 3

4. Planning Notes

- Provide in-class time for steps of a writing process, allowing students to conference with teacher and peers.
- Select or write a paragraph for a proofreading activity.
- Provide for access to print and electronic resources as students revise their draft and publish their final copy.
- Prepare instruction sheet and evaluation grids for this assessment task (see Appendix EAE1D 1.8.2).

5. Activity Instructions

- Explain the summative assessment task to the students: demonstration of writing skills and knowledge and understanding of the short story by:
 - Writing a well-structured action story of no less than three (3) paragraphs in which they integrate elements of the short story, including various features of the stories studied in class. They may choose one of the following topics:
 - a secret
 - a dangerous game
 - a trick
 - a day when everything went right
 - a day when everything went wrong
 - a moment when everything changed
- Explain the overall and specific expectations that will be used to assess the students' knowledge and skills in the Writing strand as well as the criteria of Achievement Chart 1.8.1. Students are expected to:
 - respond to short stories read in class and apply knowledge of genres and forms in a creative assignment
 - apply knowledge and understanding of the plot structure of the short story, integrating features such as an attention-getting opening and a flashback, for effect and variety
 - sequence events clearly and logically so that the action reaches a climax and an appropriate resolution
 - use transitional devices to indicate sequence of events
 - write according to a purpose - in this case to maintain interest through action and suspense
 - integrate newly learned words from stories read in class into their narrative text
 - demonstrate originality in writing a unified and coherent narrative text
 - apply steps of writing as a process individually and collaboratively to brainstorm, edit and revise text, appraising their own and others' drafts
 - use electronic resources to publish a neat, clear and legible piece of writing
 - use vivid descriptive vocabulary, effective sentence structure, and correct spelling and punctuation
- Hand out to the students the instructions for each step, as well as the corresponding evaluation grids, according to the following timeline. Teacher may refer to appendices EAE1D 1.2.2, EAE1D 1.2.5, EAE1D 1.2.6 of the grade 9 academic course profiles.

N. B. The following timeline is suggested for the completion of this summative assessment task:

Step 1 (Day 1) : 20 - 25 minutes

Step 2 (Day 2) : 20 - 25 minutes

Step 3 (Day 2) : 20 - 25 minutes

Step 4 (Day 3) : 20 - 25 minutes

6. Resources

Pedagogical

DAWE, Robert, DUNCAN, Barry, and MATHIEU, Wendy, *Resourcelines 9/10*, Scarborough, Ont., Prentice Hall Ginn Canada, 1999, 346p.

7. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 1.8.1: Achievement Chart - Suspense and Surprise

Appendix EAE1D 1.8.2: Student Booklet - Suspense and Surprise

Achievement Chart - Suspense and Surprise

Appendix EAE1D 1.8.1

<i>Assessment Techniques: diagnostic - formative - summative .</i>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
Knowledge/Understanding				
The student: - demonstrates knowledge of the elements of the short story - demonstrates understanding of the relationship between events and his/her purpose for writing - demonstrates understanding of the uses of elements of suspense and surprise to produce action and interest	The student demonstrates limited knowledge of the elements and limited understanding of the relationship between events and purpose, and of the uses of elements of suspense and surprise to produce action and interest	The student demonstrates some knowledge of the elements and some understanding of the relationship between events and purpose, and of the uses of elements of suspense and surprise to produce action and interest	The student demonstrates considerable knowledge of the elements and considerable understanding of the relationship between events and purpose, and of the uses of elements of suspense and surprise to produce action and interest	The student demonstrates thorough knowledge of the elements and thorough and insightful understanding of the relationship between events and purpose, and of the uses of elements of suspense and surprise to produce action and interest
Thinking/Inquiry				
The student: - writes a coherent and unified narrative text in response to short stories read in class - applies inquiry skills to brainstorm, plan, select and sequence the events of his/her story	The student uses critical and thinking skills with limited effectiveness and applies few of the skills of inquiry	The student uses critical and thinking skills with moderate effectiveness and applies some of the skills of inquiry	The student uses critical and thinking skills with considerable effectiveness and applies most of the skills of inquiry	The student uses critical and thinking skills with a high degree of effectiveness and applies all or almost all of the skills of inquiry

Communication				
<p>The student:</p> <ul style="list-style-type: none"> - communicates the elements of a short story, with attention to plot - communicates with a sense of the elements that maintain the interest of the reader - demonstrates command of paragraph structure and plot 	<p>The student communicates the elements of the short story with limited clarity and sense of the elements with limited command of paragraph structure and plot</p>	<p>The student communicates the elements of the short story with some clarity and sense of the elements with moderate command of paragraph structure and plot</p>	<p>The student communicates the elements of the short story with considerable clarity and with a clear sense of the elements, with considerable command of paragraph structure and plot</p>	<p>The student communicates the elements of the short story with a high degree of clarity, with confidence and with a strong sense of the elements, and with extensive command of paragraph structure and plot</p>
Application				
<p>The student:</p> <ul style="list-style-type: none"> - uses descriptive vocabulary, sentence structure, and knowledge of spelling and punctuation in a multi-paragraph action story - uses steps of a writing process to brainstorm, revise, and edit a narrative text individually and collaboratively - uses technology to revise and publish a polished text 	<p>The student uses descriptive vocabulary and language conventions with limited accuracy and effectiveness, and uses steps of a writing process and technology with limited competence</p>	<p>The student uses descriptive vocabulary and language conventions with some accuracy and effectiveness, and uses steps of a writing process and technology with moderate competence</p>	<p>The student uses descriptive vocabulary and language conventions with considerable accuracy and effectiveness, and uses steps of a writing process and technology with considerable competence</p>	<p>The student uses descriptive vocabulary and language conventions, accurately and effectively all or almost all of the time, and uses steps of a writing process and technology with a high degree of competence</p>
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

Suspense and Surprise

Step 1: Topic Selection, Brainstorming and Planning **Activity:** Individual
Time: 20 - 25 minutes

1. Demonstrate your writing skills and your knowledge and understanding of the short story by writing a well-structured action story of no less than (3) three paragraphs. Include elements of the short story and various features of the stories studied in class such as an attention-getting opening and a flashback in order to create suspense and interest. Choose one of the following topics for your narrative:
 - a secret
 - a dangerous game
 - a trick
 - a day when everything went wrong
 - a day when everything went right
 - a moment when everything changed
2. Brainstorm your topic in chart or list form, thinking of other short stories you have read or viewed so far this year.
3. Select the events that will be the focus of your story, and complete the short story planning chart provided by the teacher.
4. Write your draft for homework, to be completed by tomorrow or the next school day.

Step 2: Revision of Draft **Activity:** Individual and in pairs
Time: 20 - 25 minutes

1. Review your class notes on the elements of the short story before completing this task.
2. Exchange drafts with another student. Make suggestions and constructive comments about the content of the story, with attention to the sequence of events according to the peer editing sheet provided by the teacher:
 - What do you consider to be the best part of the story?
 - How is the beginning of the story good or how can it be improved?
 - How is the ending of the story good or how can it be improved?
 - Does the story keep you interested right up to the climax? What can be done to make the story even more interesting and suspenseful?
 - Are paragraphs indented and divided properly?
 - Highlight a sentence that sounds good and/or a sentence that needs to be clarified.
 - Circle any spelling and/or grammatical errors that you may notice during your proofreading.

3. Consult the teacher about any other changes or problems you may be encountering.
4. Begin integrating teacher's and peer's suggestions into draft. Revise spelling, grammar and punctuation, referring to print and electronic resources when necessary.
5. Write a second draft for homework, to be completed by tomorrow or the next school day.

Step 3: Publication of Final Copy

Activity: Individual

Time: 20-25 minutes

1. Refer to print and electronic resources as you recopy your draft, to correct errors in spelling, grammar and punctuation.
2. Use electronic resources to format and publish your narrative text so that it is neat, clear and legible. Continue this step at home, if necessary.
3. Hand in your story for summative assessment. Your narrative text will be assessed according to the following criteria:

The Elements of the Short Story

- The introduction should have:
 - an initial/inciting incident
 - an attention-getting device
 - a clear context
 - a clear purpose
- The body should have:
 - unity/focus
 - conflict
 - variety/originality
 - a clear sequence
 - an identifiable climax
 - action and suspense
- The conclusion should have:
 - a sense of finality/closure
 - impact

The Writing Process

Have you completed the following steps:

Have you provided proof of process:

Brainstorming

Chart or list

Planning

Short story planning chart

Drafting

First draft

Revising

Peer editing sheet
Second draft

Proofreading

Spelling
Vocabulary
Grammar
Punctuation
Sentence structure

Publishing

Paragraphing
Format
Neatness
Meeting deadlines

Step 4: Proofreading

Activity: Individual or in pairs

Time: 20-25 minutes

1. Individually or with a partner, demonstrate your proofreading skills and knowledge of punctuation by adding or correcting punctuation marks in a paragraph provided by the teacher and by replacing five (5) words in the paragraph with more precise, accurate or descriptive vocabulary.
2. Correct edited paragraph in class with the teacher, comparing and assessing various answers.

UNIT 2 (EAE1D)

Novel - *Prove It*

Unit Description

In the Novel unit, students will develop their knowledge of literary forms and techniques by exploring the crime/ detective story as well as the mystery novel, in this case a novel by Agatha Christie. They will demonstrate their learning through reading, writing, speaking and listening activities that include journal responses, narrative writing, role-playing and a research report. The study of the conventions of language and the development of media literacy skills are integrated in their study of the novel.

Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3 - 4 - 5

Specific Expectations: EAE1D-LR-For.1 - 2 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Str.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 13 - 14 - 15 - 16

EAE1D-LR-Crit.1 - 2 - 3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 3 - 5 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.3 - 4 - 5 - 7 - 9 - 10 - 11

EAE1D-W-Res.1 - 2 - 3 - 4 - 6 - 7 - 8 - 10

EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 5 - 6 - 7 - 8

EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 5 - 6 - 8 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2 - 3 - 4

EAE1D-M-Inv.2

EAE1D-M-Crit.2 - 3 - 4 - 5

Activity Titles

Activity 2.1: The Mysterious Lady - Agatha Christie	(210-240 minutes)
Activity 2.2: Who Did It ?	(210-240minutes)
Activity 2.3: An Air of Mystery	(180-200 minutes)
Activity 2.4: Close Calls	(180-200 minutes)
Activity 2.5: The Scales of Justice	(180-200 minutes)
Activity 2.6: Independent Reading	(150-180 minutes)
Activity 2.7: Grammar and Usage, Spelling and Punctuation	(150-180 minutes)

Prior Knowledge Required

- S read literary texts independently
- S respond to texts and explain their responses with references to the texts
- S understand increasingly complex elements of literature
- S select appropriate reading strategies
- S explain use of literary devices in texts
- S introduce vocabulary and literary texts into their writing
- S organize information creatively in well-developed narrative texts
- S apply steps of the writing process
- S use a variety of resources and techniques to enhance oral presentations

Unit Planning Notes

The teacher will:

- S keep an up-to-date collection of short stories, anecdotes, cartoons, news stories and/or magazine articles that focus on the theme of crime and justice
- S provide time for the application of various steps of the writing process
- S give students access to different kinds of print and electronic resources whether in the classroom, in the library, or in the community

- S evaluate availability and suitability of resources and keep a file of useful documents, as well as annotate relevant sources
- S reserve audio-visual equipment
- S reserve, preview and select videos (under copyright regulations, written permission may be required)
- S adjust timelines and strategies to accommodate students with special needs
- S integrate grammar and usage, spelling and punctuation into each activity (grammar and usage, spelling and punctuation are integrated into each activity but should not be included in the indicated timeline since they are explained separately as the last activity of the unit)

Crosscurricular Links

Français:

- S develop communication skills that enable them to rehearse and deliver presentations using appropriate techniques and levels of language
- S develop knowledge of literary forms and techniques, and literary/stylistic devices
- S apply their knowledge of French vocabulary and of literary elements, to further understanding of a novel under study
- S promote appreciation of literature and of the importance of reading in today's society
- S develop ability to proofread texts with attention to correct spelling and sentence structure

Other disciplines:

- S apply a research methodology and develop research skills to complete an academic task with the use of print and electronic resources
- S conduct research in conjunction with history classes
- S review an author's works with the assistance of the librarian
- S rehearse and deliver presentations using appropriate techniques and levels of language for academic purposes
- S explore the geographical setting of the novel under study
- S illustrate the setting of a novel in graphic or three-dimensional form, with the possibility of exploring various perspectives
- S use charts to take notes and to interpret and convey information
- S present opinions and ideas clearly and convincingly in written and oral responses
- S promote reading as an academic skill that enables students to gain information and to think critically and creatively

Animation culturelle:

- S explore a context which differs from their own in both time and place
- S give students the opportunity to explore novels from different times and places, according to their interests and reading ability

Technology:

- S explore various print and electronic resources, selecting and noting relevant information to complete research on a specific topic
- S use electronic resources and various programs to produce a graphic illustration of the setting of a novel under study
- S use electronic resources and various programs to research careers relating to the legal system
- S edit and publish a finished product according to a specific format, with the use of various computer software programs

Careers:

- S develop speaking and listening skills as well as group skills in the collaborative production of their script and presentation
- S explore careers that relate to the legal system through research and through a presentation by a guest speaker

S collaborate in written and oral productions, demonstrating consideration for others' point of view

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- discussion
- brainstorming
- plot/sequence chart
- narrative writing
- read along
- reading response
- reading in small groups
- journal writing
- directed reading-writing
- homework
- computer assisted learning
- learning/vocabulary log
- research
- simulation
- independent reading

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

- S **diagnostic:** conference, observation, questions and answers, select response, anecdotal record
- S **formative:** homework, anecdotal record, observation, performance task, conference, portfolio, questions and answers, response journal, select response, rating scale, self-assessment
- S **summative:** performance task, portfolio, quiz, test, examination, select response, rubric, self-assessment, peer assessment, classroom presentation

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- are given extra time to read a text and/or to record research
- create a trivia game based on personal research and presentations
- present their dialogue as a comic strip, including specific details which match the setting and appearance of the characters
- design a t-shirt for a character, explaining choice of details
- are given a glossary of new or difficult words to facilitate their reading
- listen to an audio tape of the text as they read along
- watch the beginning of the movie version of the novel (after reading the opening chapters) to confirm meaning
- can illustrate in poster form the setting of the novel based on their re-reading of a scene in the novel
- watch a murder mystery movie or television show and re-create the ending

- fabricate a mobile (a coat hanger can be used) of the weapons (in cardboard, foam, cloth or wood form) used to commit the various crimes in the novel and explain each to the clas.
- illustrate in poster form the theme of the novel, as a new cover for the novel
- write a letter in which they recommend this novel to a friend
- are encouraged by the teacher to select activities and/or questions which most suit their learning styles and abilities
- read a series of short stories instead of a novel
- view the movie version of their novel to verify understanding
- write a serial story: one student begins a narrative (e.g., a long excuse for being late or for not doing homework) with a sentence and passes it on to the next student who adds another sentence, and so forth
- write sentences of their own which imitate specific models
- complete various kinds of sentences with phrases, using sentence starters provided by the teacher (e.g., I' m happy today, even though..., If I won a million dollars,...)
- select five objects suggested by the teacher or by themselves (or even better, brought by the students from home), and write a short narrative which includes these objects

Students requiring remedial and/or enrichment activities:

- assume various roles in the rehearsal and delivery of their script, according to their needs and abilities:
 - executive producer
 - time-keeper
 - props manager
 - special effects director
- read Agatha Christie's biography and report to the class
- create and solve crosswords that focus on Agatha Christie
- present an oral report on the life and times of an author of their choice (e.g., S. E. Hinton, Stephen King, Robert Louis Stevenson)
- interview a local writer about the craft of writing
- present their interpretation of one or more characters in their journal and/or in a prepared oral response by answering one of the following questions:
 - What would you buy for this character at Christmas and why?
 - Write an obituary and/or epitaph for one or more of the victims in the novel.
 - If you were the boss of a personnel agency, would you hire this person? Why or why not?
 - What was the character doing before the start of the novel?
 - What kind of car would this character drive today and why?
- present their dialogue as a comedy, adding extra comments and details for effect
- include themselves as a character in the dialogue, adding extra details and events to the selected passage
- watch the beginning of the movie version of the novel, explaining why the movie characters do or do not match their interpretation
- can read various passages out loud to each other
- can add a descriptive passage to the text as if they were investigating the case themselves
- can prepare a travel brochure which includes various places mentioned in the text
- write a news story in which they report on one of the murders

- compose their own murder mystery and read it to the class, without revealing the murderer's identity until the end
- simulate a mystery using characters from the game "Clue" and organize a murder mystery lunch
- write the horoscope of a character, predicting his or her short-term future
- find a song that illustrates the theme of the novel and explain it to the class
- research some of Freud's theories and use them to psychoanalyse one of the characters in the novel
- write the final detective's report, identifying the murderer
- discuss their novel and their literary preferences with other students in other schools through the Internet
- integrate a few critics' comments into their own opinion text about the novel
- publish their opinion of the novel in the school newspaper or a community paper
- compose and publish a best-seller list based on the students' presentations, and share it with various classes of English in the school and on school sites on the Internet
- give a writing tips presentation to the class or to a small group of students on the avoidance of sentence errors
- interview a local writer about the writing process
- research a specific writer's views on the creative writing process
- compare the kinds of sentences prevalent in e-mail with those more commonly found in magazines, newspapers and short fiction

B. Assessment/Evaluation Techniques

Students with special needs:

- present their research in chart or video form
- present their interpretation of texts in both written and oral responses
- illustrate their interpretation of characters through costume designs, cartoon strips, collages etc.
- can describe a murder scene orally, using an aerial illustration that includes specific details (e.g., the weapon, a chalk body outline)
- demonstrate their comprehension of plot through cartoon strips or collages
- use an illustration of their own making to explain the ending
- present most of their report orally, including one or two written texts
- demonstrate understanding of sentence errors and correct sentence structure in oral exercises, drills and/or tests
- are given extra time to complete exercises and tests

Students requiring remedial and/or enrichment activities:

- present their script as a video
- can present their description of a murder scene as a detective's report
- demonstrate understanding of the novel in creative writing of their own
- share independent research orally
- read and explain creative texts to the class
- select the activity and/or question they think is their best and present it to the class

- are evaluated for their listening skills: students ask questions and give their own opinions about the ideas and views expressed, as they listen to the oral presentations
- demonstrate understanding of sentence errors and correct sentence structure in oral exercises, drills and/or tests
- are given extra time to complete exercises and tests

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board. Audio-visual equipment should be in proper working order and should be checked on a regular basis to avoid possible accidents due to faulty wiring, for example. Students should be supervised when using audio-visual equipment to avoid possible injuries due to improper use or installation.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

BALDICK, Chris, *The Concise Oxford Dictionary of Literary Terms*, Toronto, Oxford University Press, 1996, 246 p.

CARROLL, Robert F., "Heat Lightning," *Seven Plays of Mystery and Suspense*, New York, Globe, 1982, p. 1-13.

CHRISTIE, Agatha, *And Then There Were None*, New York, Berkley Books, 1991, 204 p.

CONAN DOYLE, Sir Arthur, *The Adventures of Sherlock Holmes*, New York, Belmont Tower Books, s.d., 304 p.

DAVIES, Richard and KIRKLAND, Glen, eds., *Imagining/Connections 1*, Toronto, Gage 1981, 249 p.

FLETCHER, Louise, "Sorry, Wrong Number," *Invitation to Drama* (revised edition), Toronto, MacMillan, 1967, p. 105-127.

Human

S local writer

S member of the community who works in a legal field (e.g., police officer, detective, lawyer)

S librarian

Material

S video, VCR, radio-cassette player

Technological

Agatha Christie / History of the Mystery

<http://www.mysterynet.com/history/christie>

On-Line Books Page

<http://www.cs.cm.edu/booktitles.html>

On-Line English Grammar

<http://www.edunet.com/english/grammar/index.cfm>

Merriam-Webster On-Line Dictionary

<http://www.m-w.com/netdict.ht>

Mysterious Affair at Styles, The

<http://www.columbia.edu/acis/bartteley/christie/>

SchoolNet

<http://www.schoolnet.ca>

Literature Resources for High School

<http://www.teleport.com/~mgroves/>

ACTIVITY INFORMATION EAE1D 2.1

The Mysterious Lady - Agatha Christie

1. Time

210 - 240 minutes

2. Description

In this activity, students will research the life and times of an author, in this case Agatha Christie, and present their findings in the form of a script and of a simulated interview with the author.

Students will apply a specific research methodology and will develop their note-taking skills as they pursue their collaborative research with reference to both print and electronic resources.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 4 - 5

Specific Expectations: EAE1D-LR-For.1

EAE1D-LR-Str.1 - 2 - 3 - 6 - 7 - 8

EAE1D-LR-Inv.2 - 3 - 4

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 5

Specific Expectations: EAE1D-W-For.1 - 3 - 12 - 13

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.3 - 4 - 10 - 11

EAE1D-W-Res.1 - 2 - 3 - 4 - 8 - 10

EAE1D-W-Crit.1 - 3

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4

EAE1D-O-ForSpea.3 - 4 - 5 - 6 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3

Specific Expectations: EAE1D-M-For.1 - 2 - 3

EAE1D-M-Crit.5

4. Planning Notes

- S collect various articles and documents pertaining to the life and times of Agatha Christie, previewing various print and electronic resources
- S give students access to print and electronic resources including the Internet
- reserve audio-visual equipment for the rehearsal and presentation of students' research in script form
- S plan conference time with students as they revise their script and rehearse their presentation
- S plan in-class time for the script-writing, rehearsal, delivery and evaluation of a short original media text by groups of students

5. Prior Knowledge Required

- S demonstrate the ability to express ideas clearly and coherently for a specific purpose and audience in formal and informal oral presentations
- S perform specific tasks in the creation of a media text, using a variety of resources and techniques for impact
- S apply knowledge of sentence structure and diction in written texts and oral presentations
- S apply research skills to locate and record information from print and electronic resources
- S identify the main and supporting ideas in informational texts

6. Activity Instructions

Step A: Introduction/ Exploration, Reading

Students: Explore a Web site (previously selected by the teacher) on Agatha Christie, noting three to five reasons for her fame.

Students: Take turns reporting their findings to the class.

Teacher: Situates author's life in the appropriate context, specifying the time and the place, and providing visuals and/or film clips to enhance information.

Step B: Research

Students: Silently read a short story by Agatha Christie (e.g., *The Case of the Missing Will*) in class or for homework.

Students: Informally express opinions about the story, with reference to various elements of the text.

Teacher: Assigns and explains research assignment to students: in groups of two or three, students will research a specific aspect of the life and times of Agatha Christie with reference to encyclopedias, CD-ROM references, or the Internet. Research topics may focus on the author's lifestyle, the author's mysterious disappearance, World War I, the Depression, the Roaring Twenties, fashion styles, modes of transportation, London, poisons as murder weapons, the Royal Family, the prison system.

Step C: Research/ Note-Taking Skills

Students: Individually read a news story or research article on a famous criminal, trial, or unsolved crime (e.g., the assassination of John F. Kennedy, the David Milgaard case, the Paul Morin case), making use of textual cues to predict and confirm content and highlighting main and secondary ideas.

Teacher: Reviews students' reading of above texts, focusing on main and secondary ideas.

Students: Repeat exercise, using a story or article about a famous person or event of the times (e.g., Charles Lindbergh, the disappearance of Amelia Earhart, the 1929 Crash, the abdication of King Edward VIII), converting highlighted information into point form notes.

Students: Practice writing footnotes and bibliographical references for the above texts, applying a specific methodology.

Students: In groups of four or five, compare notes.

Step D: Research/Locating Information

Students: In groups, select topic and formulate research questions.

Students: Identify possible print and electronic resources and begin scanning them.

Students: Select three to five research documents each, highlight key information, take notes and share findings with group members.

Students: Assume the different roles involved in group work to select and classify information, eliminate irrelevant details and organize information under specific headings.

Step E: Research/Vocabulary Development

Students: Maintain a vocabulary log of new or difficult words, with attention to words that are specific to the British context.

Step F: Script Writing

Students: Continue to practise the different roles involved in group work to create a script of an interview that consists of printed questions followed by answers that integrate research and new vocabulary.

Students: Read an interview with an author as a model of possible answers and questions (e.g., *Monica Hughes - G. O'Reilly*).

Students: Write and revise draft(s) of script, proofreading text and revising for clarity and effectiveness of ideas.

Step G: Speaking, Listening/Oral Presentation

Students: Practise their roles and rehearse presentation techniques such as voice, body language and pronunciation.

Students: Integrate at least one audio-visual aid (e.g., sound track, costumes, video clip) to highlight a point or to enhance presentation.

Students: Present their findings in a simulated interview with Agatha Christie using the format of a talk-show.

Students: Listen and take notes during presentations, assessing the quality of the each others' presentations.

Teacher: Reviews content of presentations with students.

Students: Complete exercises and/or test on information presented in class, using their research and notes on presentations as references.

Step H: Grammar and Usage, Spelling and Punctuation

Students: Revise their presentation for appropriate diction and sentence structure.

Students: Integrate their knowledge of pronouns into their script.

Students: Adapt punctuation and capitalization to the special requirements of scripts and dialogue.

Students: Use correctly commas, apostrophes and quotation marks, consolidating skills acquired in grade 8.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading	individual notes, class discussion	observation	formative
Step B	reading	individual	observation	formative
Step C	reading	individual notes, group work	observation	formative
Step D	reading, writing, group skills	individual, group work	checklist, grid	formative, summative
Step E	reading	individual	vocabulary log	formative
Step F	writing	group work	grid	summative
Step G	speaking, viewing, listening	group work, individual	grids, self, peer, teacher assessment	summative
Step H:	(see Activity 2.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

CHRISTIE, Agatha, *Agatha Christie: An Autobiography*, Berkeley Publishing Group, 1996, 656 p.

CHRISTIE, Agatha, *Agatha Christie*, Pocket Books, 1990.

CHRISTIE, Agatha, "The Case of the Missing Will," *Literary Cavalcade*, February 1993, p. 5-9.
LOVALL, L. & SANDERS, D., *Agatha Christie Companion*, BeJoles Inc., 1989.
MORGAN, Janet, *Agatha Christie: A Biography*, Harper Collins Canada Ltd., 1986,
432 p.
O'REILLY, Gillian, "Monica Hughes", *Creativity Anthology/MultiSource*, Scarborough,
Prentice-Hall, 1993, p. 111-117.
RYAN, Richard T., *Agatha Christie Trivia*, New York, Random House, 1990.
TAYE, Randall, *Agatha Christie's Crossword Puzzle Book*, New York, Random House, 1989.

Human

S local writer

Material

S VCR, television, video camera, radio-cassette player

Technological

Agatha Christie / History of the Mystery

<http://www.mysterynet.com/history/christie>

Mysterious Affair at Styles, The

<http://www.columbia.edu/acis/bartleby/christie/>

9. Appendices

- Appendix EAE1D 2.1.1:** Summative Evaluation / Strand: Oral Communication
Appendix EAE1D 2.1.2: Evaluation of Group Presentation - Drama/ Media Studies
Appendix EAE1D 2.1.3: Vocabulary Log
Appendix EAE1D 2.1.4: Summative Evaluation / Strand: Writing
Appendix EAE1D 2.1.5: Writing Evaluation Grid

**Appendix EA#ID 2.1.1
SUMMATIVE EVALUATION**

STRAND: ORAL COMMUNICATION

NAME: _____

DATE: _____

Date	Unit / Activity	Strategy	Expectation (o) = overall specific (s) =	Unsatisfactor y or non- existent	Level 1 Needs improvement	Level 2 Somewhat effective	Level 3 Effective	Level 4 Very effective

Appendix EAE1D 2.1.2

EVALUATION OF GROUP PRESENTATION - DRAMA /MEDIA STUDIES

TITLE: _____

PRESENTED BY: _____

- Level 4 = Very effective
- Level 3 = Effective
- Level 2 = Somewhat effective
- Level 1 = Needs improvement
- = Unsatisfactory or non-existent

1. Ideas (creativity, originality)	1	2	3	4
2. Organization and Unity (beginning, middle, end)	1	2	3	4
3. Delivery (expressed clearly, good voice and language usage)	1	2	3	4
4. Group Involvement and Rapport	1	2	3	4
5. Special Effects (eg. props, visual aids)	1	2	3	4

OVERALL LEVEL OF ACHIEVEMENT: _____

OVERALL MARK: _____

EVALUATED BY: _____

Appendix EA/EID 2.1.3

VOCABULARY LOG

NAME: _____

Date	The meaning of the word according to my references	What I think the word means	New word	Title of text

**Appendix EA#ID 2.1.4
SUMMATIVE EVALUATION**

STRAND: WRITING

NAME: _____

DATE: _____

Date	Unit / Activity	Strategy	Expectation (o) = overall (s) = specific	Unsatisfactory or non- existent	Level 1 Needs improvement	Level 2 Somewhat effective	Level 3 Effective	Level 4 Very effective

WRITING EVALUATION GRID

Topic:	Student's name:					Date:	Comments
	Level 1	Level 2	Level 3	Level 4	Very effective		
UNITY OF IDEAS							
CREATIVITY OF IDEAS							
CLARITY OF IDEAS							
COHERENCE OF IDEAS							
LANGUAGE CONVENTIONS							

ACTIVITY INFORMATION EAE1D 2.2

Who Did It?

1. Time

210 - 240 minutes

2. Description

In this activity, students will begin their study of a mystery novel, (e.g., *And Then There Were None* by Agatha Christie) with attention to character and plot. They will demonstrate their understanding of forms and techniques in pointed questions and answers, in descriptive and narrative texts, and in a role-playing activity.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3

Specific Expectations: EAE1D-LR-For.1 - 2 - 4
EAE1D-LR-Str.1 - 2 - 4 - 5 - 6 - 7 - 8
EAE1D-LR-Inv.6 - 7 - 9 - 10 - 14 - 15
EAE1D-LR-Crit.4

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 6

Specific Expectations: EAE1D-W-For.2 - 3 - 7 - 8 - 11
EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7
EAE1D-W-Gram.5 - 7 - 9
EAE1D-W-Crit.2 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 7
EAE1D-O-ForSpea.1 - 2 - 5 - 6 - 9
EAE1D-O-GrSk.1 - 2 - 3
EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 3 - 4

Specific Expectations: EAE1D-M-For.1

4. Planning Notes

- S provide markers and cardboard or flip chart paper for students to outline the elements of plot
- S plan in-class time for the rehearsal, delivery and evaluation of their presentation of key events in the novel by groups of students
- S plan in-class time for silent sustained reading
- S give students access to print and electronic resources to define unfamiliar words, and to edit their character sketch

5. Prior Knowledge Required

- S demonstrate the ability to express ideas clearly and coherently for a specific purpose and audience in formal and informal oral presentations
- S use a variety of resources and techniques for impact in an oral presentation, contributing in a positive way to group work
- S identify some literary devices and explain their use
- S use context clues to further understanding of texts
- S demonstrate an understanding of the main literary elements in their responses to texts

6. Activity Instructions

Step A: Introduction/ Reading out Loud

Students: Take turns reading out loud the opening pages of the novel, first as a class and then in small groups (e.g., In *And Then There Were None*, the first chapter is composed of several sections, each one introducing one main character - students can each assume the role of one character as they read.)

Teacher: At intervals, clarifies the meaning of key words (e.g., *carriage* meaning: railway car) and verifies comprehension through oral questions and responses.

Students: At intervals, note relevant information about main characters in chart form, for future reference.

In chapter one of *And Then There Were None*, students can note the following information about the main characters:

- name
- economic situation
- occupation
- invited by
- reason for coming
- involvement with the law
- (approximate) age
- main physical trait
- main personality trait

Step B: Reading/ Journal response, Speculation

- Students: In their journal, write down five unanswered questions about the events and/or characters in chapter one (e.g., Who is Hugo? Who is Mr. Owen? What secret “business” had almost ruined Dr. Armstrong? Do the characters know each other?)
- Students: In groups of four or five, read and compare each other’s questions, speculating about possible answers.
- Teacher: Asks specific questions which lead students to note similarities among the different characters.

Step C: Reading/ Silent Sustained Reading, Homework

- Teacher: Assigns reading of next two chapters, asking students one or two questions to direct their reading:
- Which of the questions in their journal (Step B) have been answered and how?
 - Who seems to be in charge?
 - Which character seems to be the most threatening (or dangerous or untrustworthy)?
- Students: Continue reading the next two chapters silently, finishing them for homework.
- Students: Complete their character information chart as they read.

Step D: Reading/ Journal Response, Questions and Answers

- Teacher: Leads discussion on assigned chapters, starting off with the two directing questions (Step C).
- Students: In their journal, write a diary entry from the point of view of one of the characters in the novel, describing their reactions to the other characters and their feelings about the events so far.
- Students: Read each others’ journal responses out loud, noting similarities in their interpretations.
- Students: In groups of three or four, answer a brief questionnaire and complete short exercises that verify comprehension and focus on specific details of character and plot (e.g., In what way are the characters prisoners of Indian Island? Who is Narracott and how does he add to the mystery of the novel? How is Blore forced to reveal his identity? Do you agree with Wargrave’s conclusion that Mr. Owen is insane?)
- Students: Share answers informally in class and/or in groups, using the jigsaw method of collaborative learning.

Step E: Reading/ Vocabulary Development, Speculation

- Students: In pairs, define unfamiliar words they have noted in the text so far, and complete their vocabulary list with difficult words (especially British words and expressions - e.g., guineas, motor launch, drawing-room) selected by the teacher, in preparation for the study of the next few chapters.
- Teacher: Reviews vocabulary with students.
- Teacher: Asks students to note stylistic devices and specific details that reveal the characters’ personality traits (e.g., the comparisons to animals in *And Then There Were None*: Wargrave is “reptilian,” Blore is “boar-like,” Lombard is “wolfish,” and Vera is “bird-like”).
- Teacher: Motivates students to continue their reading of the novel with a prompt such as:
- The first murder is about to happen.

- Who, according to you, will be the first victim?
- The author is giving us, the readers, a clue in this passage - you be the detective and try to find the reason for this clue (e.g., the foreshadowing in the nursery rhyme).

Students: Silently continue their reading of the novel's next two chapters in class and then as homework.

Step F: Reading/ Plot Outline

Students: In groups of two or three, chart and/or outline key elements of plot (e.g., the elements of the nursery rhyme in Chapter Two and the accusations of the voice in Chapter Three of *And Then There Were None*) in the novel, first in their notes and then as a collage or illustration.

Students: Clearly label the elements of character and plot in their illustration and post them in the classroom for future reference.

Students: Silently continue their reading of another two chapters in class and then as homework.

Students: As they read, take notes in chart form, with specific reference to the text: who is killed, where? when? how? why?

Step G: Reading/Questions-Responses.

Teacher: Reviews students' notes on the chapters and explains various devices used by the author to create suspense (e.g., foreshadowing, open-ended chapters).

Students: In groups of three or four, answer eight to ten questions on the assigned reading.

Teacher: Reviews answers with students as the various groups share their answers.

Students: Complete a quiz on the chapters read so far.

Step H: Reading/Role-playing, Character Sketch

Students: In groups of two or three (numbers will vary according to the passage selected by students), students role-play a passage in the novel. In their presentation, they can:

- (a) introduce their scene by situating the dialogue in relation to the rest of the novel,
- (b) memorize and present dialogue from the novel,
- (c) enhance their presentation with costumes and props that reflect the times and personalities of the characters,
- (d) write a character sketch of each of the characters involved in the dialogue selected.

Students: Continue their reading of the novel, as they rehearse their presentation and revise their written text.

Step I: Grammar and Usage, Spelling and Punctuation

Students: Evaluate their own and others' media productions in terms of content, techniques and language conventions, with attention to sentence structure, vocabulary and diction.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading	individual, class	observation, chart	formative
Step B	reading, writing	individual, group work, class discussion	observation	formative
Step C	reading	individual homework	question-response, chart	formative
Step D	reading, writing	individual, group work, class discussion	journal response	formative
Step E	reading	individual	question-response	formative
Step F	reading	group work	chart	formative or summative
Step G	reading	group work, individual	question-response, quiz	formative
Step H	reading, speaking, writing	group work	role-playing, grid, peer, self, and teacher assessment	summative
Step I	(see Activity 2.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

CHRISTIE, Agatha, *And Then There Were None*, New York, Berkley Books, 1991, 204 p.

Material

S flip chart paper, markers, cardboard

Technological

Literature Resources for High School

<http://www.teleport.com/~mgroves/>

Merriam-Webster Online Dictionary

<http://www.m-w.com/netdict.htm>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 2.2.1: Journal Writing Checklist

Appendix EAE1D 2.2.2: Summative Evaluation / Strand: Literature Studies and Reading

**Appendix EAE1D 2.2.1
JOURNAL WRITING CHECKLIST**

NAME: _____

- Level 4 = Very effective
- Level 3 = Effective
- Level 2 = Somewhat effective
- Level 1 = Needs improvement
- = Unsatisfactory or non-existent

Topic:		Level 1	Level 2	Level 3	Level 4
Date:	Unsatisfactory or non-existent	Needs improvement	Somewhat effective	Effective	Very effective
Quantity					
Creativity					
Effort					
Neatness					
Order					
Depth / sincerity of ideas					
Spelling and grammar					
Communication of ideas					
Other					
TOTAL:					

Comments:

ACTIVITY INFORMATION EAE1D 2.3

An Air of Mystery

1. Time

180 - 200 minutes

2. Description

In this activity, students will continue their study of a mystery novel, (e.g., *And Then There Were None* by Agatha Christie) with attention to setting. Students will explain the elements of time and place in terms of the mystery novel's plot, characters and atmosphere. They will demonstrate their understanding of forms and techniques in pointed questions and answers, in a graphic representation, in descriptive texts, and in formal and informal presentations.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-LR-For.1 - 2 - 3 - 4 - 5

EAE1D-LR-Str.1 - 2 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.3 - 6 - 9 - 10 - 14 - 15

EAE1D-LR-Crit.3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 3 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.2 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6

EAE1D-W-Gram.3 - 4 - 5 - 7 - 9

EAE1D-W-Crit.2 - 3

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3

Specific Expectations: EAE1D-O-ForList.1 - 4 - 5 - 6

EAE1D-O-ForSpea.2 - 3 - 4 - 5 - 6

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.3.

Specific Expectations: EAE1D-M-For.1

4. Planning Notes

- S provide students with an atlas and a flip chart paper or transparencies
- S provide students with some in-class time and some art material to produce an illustration of the setting
- S give students the opportunity to create an electronically produced illustration of the setting
- S plan in-class time for the application of the steps of the writing process

5. Prior Knowledge Required

- S demonstrate the ability to express ideas clearly and coherently for a specific purpose and audience in a formal and informal oral presentation
- S explain elements of literature in oral presentation, using transition words for clarity and selecting appropriate diction
- S use various resources and strategies to understand unfamiliar words and to integrate vocabulary from their reading into their written texts and oral communication
- S revise and edit written work focusing on spelling, grammar and the correct use of punctuation
- S use context clues, descriptive details and setting to identify mood or atmosphere

6. Activity Instructions

Step A: Introduction/ Exploration

Students: In pairs, explore a map (e.g., of southern England and the Devon Coast) and locate various places mentioned in the opening chapters.

Students: Take turns informally reporting their findings to the class.

Teacher: Situates context, specifying the time and the place, and providing visuals and/or film clips to enhance information.

Step B: Reading/ Homework, Oral Summary

Students: Locate and select one flashback (e.g., each character's criminal involvement) and summarize it in their own words.

Students: Explain their selected flashback in a one- or two-minute informal presentation, assuming the persona of the character in the novel and using their notes as reference.

Students: Listen and take notes on the summaries presented, asking questions after the presentation to clarify information.

Students: Answer specific questions on the novel, in class and as homework, in the form of exercises and quizzes.

Teacher: Asks questions that require prediction and speculation, as students informally discuss what they think will happen next in the novel.

Step C: Brainstorming/ Descriptive Vocabulary

Students: In groups of three or four, describe a location of their choice in the school (e.g., the cafeteria, the guidance office, the vice-principal's office, the gym) by listing in chart form words that convey a specific mood (e.g, dread, happiness, hope, sadness, anger).

Students: Verify spelling of descriptive words, write their lists on transparency or flip chart paper, and share their findings informally with the class.

Step D: Reading/Descriptive Vocabulary, Journal Response

Students: Independently read at least one mystery story of their choice or selected by the teacher (e.g., "The Witch" by Shirley Jackson, "Fever Dream" by Ray Bradbury, "The Purple Children" by Edith Parageter) and note the descriptive vocabulary used by the author to create a mood of mystery or suspense.

Students: Informally comment on the effectiveness of the story, justifying their opinions with references to the text.

Students: Write a descriptive text in their journal that conveys a specific mood and which is based on topics provided by the teacher (e.g., a walk through a cemetery, a snowy morning, sleeping in, a sunset at the cottage, an accident that never happened, getting lost in a strange city, an unforgettable rock concert).

Students: In groups of four to five, read one another's texts out loud.

Step E: Reading/Illustration, Oral Presentation

Students: In pairs, skim and scan the first half of the novel, with attention to the opening pages, highlighting descriptive passages that convey specific images and concrete details relating to place - either a building (e.g., the outside of the house), a geographical place (e.g., the island), a room (e.g., Vera's bedroom, the dining-room).

Students: Illustrate a specific place in the novel in graphic or three-dimensional form, labelling their illustration with corresponding references to the text.

Students: Present and explain their illustration of the setting to the class, assessing one another's presentations and comparing findings.

Step F: Writing/ Application, Homework

Students: Write a three-paragraph description of a murder/crime scene in the novel, including details from the novel and adding their own details for clarity and effect.

Students: Post a copy of their texts (anonymously) on a bulletin board in the classroom, allowing students to read and pick their favourite three descriptions.

Step G: Grammar and Usage, Spelling and Punctuation

Students: Apply the steps of the writing process to proofread and edit their descriptive text with attention to sentence structure, vocabulary and diction.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, viewing	group work	observation	formative
Step B	reading, speaking, listening	individual	oral summary, quiz, questions-response	summative, formative
Step C	writing, speaking	group work, brainstorming	chart	formative
Step D	reading, writing	individual	journal response, peer assessment	formative
Step E	reading, speaking, viewing	group work, media production	grids, self, peer, teacher assessment	summative
Step F	writing	individual homework	teacher and peer assessment, grid	summative
Step G	(see Activity 2.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

CHRISTIE, Agatha, *And Then There Were None*, New York, Berkley Books, 1991, 204p.

Material

S computer graphics and/or art material (e.g., markers, cardboard), flip chart paper, transparencies

Technological

Literature Resources for High School

<http://www.teleport.com/~mgroves/>

Merriam-Webster Online Dictionary

<http://www.m-w.com/netdict.htm>

9. Appendices

Appendix EAE1D 2.3.1: Writing Evaluation Grid

Appendix EAE1D 2.3.1

And Then There Were None - Chart #1

A. Chapter 1

character's name	money situation	invited by	reason for coming	relationship to law	additional information
1					
2					
3					
4					
5					
6					
7					
8					

B. Setting

What is the setting of the story? Record the information given about it.

And Then There Were None - Chart #2

name	in rhyme died by	in reality died by
10		
9		
8		
7		
6		
5		
4		
3		
2		
1		

And Then There Were None - Chart #3

name	killed	how	why
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

ACTIVITY INFORMATION EAE1D 2.4

Close Calls

1. Time

180 - 200 minutes

2. Description

In this activity, students will continue their study of a mystery novel (e.g., *And Then There Were None* by Agatha Christie) with attention to plot. They will demonstrate their understanding of forms and techniques in pointed questions and answers, in oral reports, and in simulations. Students will compare and contrast the movie version of an Agatha Christie novel with the novel under study.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 3

Specific Expectations: EAE1D-LR-For.1 - 2 - 4 - 5 - 6
EAE1D-LR-Str.1 - 2 - 4 - 8
EAE1D-LR-Inv.6 - 9 - 10 - 14 - 15
EAE1D-LR-Crit.1 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 6

Specific Expectations: EAE1D-W-For.7 - 9 - 11 - 14
EAE1D-W-Gram.5 - 7
EAE1D-W-Crit.3

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3

Specific Expectations: EAE1D-O-ForList.1 - 5
EAE1D-O-ForSpea.2 - 3 - 5 - 9
EAE1D-O-GrSk.1 - 2 - 3
EAE1D-O-Crit.1

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 4

EAE1D-M-Inv.2

EAE1D-M-Crit.2 - 3 - 4

4. Planning Notes

- S reserve video and audio-visual equipment (VCR, radio cassette player)
- S provide flip chart paper and transparencies for formal and informal presentations
- S provide in-class time for group work
- S vary composition of groups so that the same students are not always together
- S collect and select photographs of famous people and/or ask students to bring some in

5. Prior Knowledge Required

- S use a variety of resources and techniques for impact in an oral presentation, contributing in a positive way to group work
- S identify some literary devices and explain their use
- S use context clues to further understanding of texts
- S demonstrate an understanding of the main literary elements in their responses to texts

6. Activity Instructions

Step A: Introduction/ Viewing, Think, Pair, Share

Students: Have read about 75% of the novel by now.

Students: View excerpts of a movie based on another Agatha Christie novel (in this case, a movie which presents Hercule Poirot, Agatha Christie's famous detective).

Students: Individually and then in pairs, compare the literary elements (e.g., use of clues and red herrings, the murder weapon) and techniques (e.g., humour, suspense, foreshadowing) of the movie with those of the novel, using notes taken during viewing of movie.

Students: Write findings (at least five) on flip chart paper and post them in the classroom.

Students: Informally explain their comparison/contrast charts.

Step B: Reading, Viewing/Chart, Predicting Outcomes

Students: Review the events of the novel using the notes on their chart, specifying who is killed, where, when, and how.

Students: Examine a photograph of a famous person (or of someone in the classroom) for ten seconds, and then, without looking, try to recall at least five details that identify the person.

- Teacher: Leads a discussion in which students reflect on the art of observation and recall, repeating previous exercise with students.
- Students: In their journal, assume the point of view of a detective and explain who they think the murderer is at this point in the novel, justifying their hypothesis with at least three reasons.
- Students: Informally debate their journal responses.

Step C: Reading/ Questions and Answers

- Students: Complete various questionnaires and exercise sheets relating to the novel, individually and/or in groups, in class and/or for homework.
- Students: Review answers by comparing notes with other members of a group, by sharing and listening through the jigsaw method of collaborative learning and/or by discussing findings with the teacher.

Step D: Reading/ Summary, Report

- Students: In pairs, re-read one of the murder scenes, highlighting key details and information.
- Students: In pairs, summarize the crime in the form of a two-minute news broadcast.
- Students: In pairs, present their broadcast live or in the form of an audio tape.

Step E: Reading/ Problem-Solving

- Students: In groups, imagine a solution to an unsolved crime or a mystery of their own making or provided by the teacher (e.g., someone has been stealing bags of chips from the cafeteria, the school's sound system has disappeared, the windows on the front door of the school have been smashed, the gym teacher's whistle has been stolen).
- Students: In groups, compose at least five clues which could lead a student to identify a supposedly guilty person in the school or in the class.
- Students: Exchange clues with another group and attempt to solve the mystery.

Step F: Reading/ Exploration, Application

- Students: In groups of three or four, skim the novel for at least three clues that have led the reader to expect this murder and list them in point form on an overhead, presenting them informally to the rest of the class.
- Teacher: Reviews students' notes and explains various devices used by the author to create suspense (e.g., double meanings, red herrings, symbolism).
- Students: Complete a test on the chapters read so far.

Step G: Viewing/ Journal Response, Making Judgments

- Students: Continue watching excerpts of the movie version of the novel or the movie presented in Step A.
- Students: Write a journal response in which they give their opinion of the movie as if they were writing a letter to the author, in the form of an e-mail message.
- Teacher: Leads discussion with students on the pros and cons of reading a novel instead of watching its movie version.

Step H: Grammar and Usage, Spelling and Punctuation

Students: Focus on using precise and correct diction and sentence structure in oral presentations, drafts of activities, journal responses, notes and written answers.

Teacher: Emphasizes sentence combining techniques, and the elimination of unnecessary words.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, viewing, speaking	individual, in pairs	observation, chart	formative
Step B	reading, writing, speaking	individual	debate, journal response	formative
Step C	reading	individual, group work, homework	question-response, jigsaw method	formative
Step D	reading, speaking	individual, in pairs	grid, oral report	summative
Step E	reading	individual	simulation	formative
Step F	reading	individual	question-response, test	summative
Step G	viewing	individual	journal response	summative
Step H	(see Activity 2.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

CHRISTIE, Agatha, *And Then There Were None*, New York, Berkley Books, 1991, 204 p.

Human

S detective in the community

Material

S video, VCR, markers, transparencies

Technological

Literature Resources for High School

<http://www.teleport.com/~mgroves/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 2.5

The Scales of Justice

1. Time:

180 - 200 minutes

2. Description

In this activity, students will continue their study of a mystery novel,(e.g., *And Then There Were None* by Agatha Christie) with attention to the theme of justice. Students will express their opinions and demonstrate their understanding of forms and techniques in pointed questions and answers, journal responses, and in a simulated trial. Students will explore careers relating to the legal system.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 3 - 4 - 5

Specific Expectations: EAE1D-LR-For.1 - 2 - 4 - 5 - 6 - 7

EAE1D-LR-Str.1 - 2 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 14 - 15 - 16

EAE1D-LR-Crit.2 - 3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 6

Specific Expectations: EAE1D-W-For.1 - 7 - 9 - 11

EAE1D-W-Gram.4 - 5 - 7 - 11

EAE1D-W-Res.2 - 6 - 8

EAE1D-W-Crit.1 - 2 - 3

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2

EAE1D-O-ForSpea.2 - 3 - 5 - 6

EAE1D-O-GrSk.1 - 3

EAE1D-O-Crit.2

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.3 - 4

Specific Expectations: EAE1D-M-For.1 - 4
EAD1D-M-Crit.5

4. Planning Notes

- S contact a guest speaker from the community whose occupation relates to the legal system
- S summarize basic court procedures and define specialized legal terms
- S provide students with class time for the rehearsal of their oral presentation

5. Prior Knowledge Required

- S demonstrate the ability to express ideas clearly and coherently for a specific purpose and audience in formal and informal oral presentations
- S explain elements of literature and some literary/stylistic devices in texts
- S prepare a plan, elaborate on ideas, and revise and rehearse material for an oral presentation
- S communicate ideas for a variety of purposes and audiences, selecting appropriate diction and elements

6. Activity Instructions

Step A: Introduction/ Brainstorming

Students: First in groups of four or five and then as a class, review the ending of the novel by informally debating whether or not justice is done.

Teacher: Reviews students' chart as to where, when, why, and how the last murders are committed, with emphasis on the identity of the victims and the motives of the murderer.

Step B: Reading/ Questions and Answers, Inference

Students: Answer specific questions on the novel, in class and as homework, in the form of exercises and quizzes.

Students: Chart the plot of the novel, clearly identifying the climax.

Students: In groups of three or four, find three ways in which the author maintains suspense until the very end of the novel, explaining why the novel is so effective.

Teacher: Reviews students' responses, providing additional explanations when necessary.

Step C: Reading/ Inference, Making Connections

Students: In groups of three or four, find and explain at least three quotations which relate to a theme of the novel:

- crime does not pay
- do not judge a book by its cover

- evil cannot be justified (good is good, and evil is evil)
- two wrongs do not make a right

Students: Describe an event from their current everyday life that illustrates this theme.

Students: Explain answers to other groups, using the jigsaw method of collaborative learning.

Teacher: Leads discussion with students: is the murderer (in this case Wargrave) insane?

Students: In their journal, rewrite the ending as if another character (probably Vera) were confessing to the murder, with emphasis on motive.

Step D: Reading, Listening/ Exploration

Teacher: With the use of a hand-out, reviews courtroom procedures with students, explaining specialized terms and comparing unfamiliar words with their French equivalents.

Students: Watch a video clip or read a news story about a fictional or real trial, noting terms, roles, and procedure.

Teacher: Explains simulation: in groups of at least six, students prepare a mock trial in which they assume the roles of the judge, the defence lawyer, the Crown attorney, the accused, a witness (or two), the detective in charge of the case. The trial can present one of the following scenarios:

- Wargrave is not really dead and is arrested and tried for murder.
- There really is a Mr. Owen, and he has set up this whole scheme to let Wargrave get the blame.
- Wargrave was madly in love with Vera and was just trying to protect Vera who is the real murderess. She is the one who is really faking her death. She is arrested and tried for murder.
- Each guest is tried for his/her past crime, evidence is reviewed, and the defendant is found innocent or guilty.

“The butler did it.”

(Each student must speak for at least 1.5 to 2 minutes during simulation, using proper intonation, appropriate vocabulary, and some gestures. Presentation should include at least five direct references to specific details and events in the novel.)

Students: In their journal, rewrite the ending as if another character were confessing to the murder, with emphasis on motive.

Step E: Reading, Speaking/ Role-Playing

Students: Write the draft of a script, rehearse their delivery, and present it live or on video. Group members assess their contribution.

Students: View and listen to each presentation, each writing down their verdict at the end of each trial.

Students: Compare their verdict with the acting judge’s.

Teacher: Leads discussion on possible sentences for the defendants who were found guilty, as students debate the pros and cons of the death penalty, life sentences, community work, probation.

Step F: Listening, Reading/ Career Exploration, Oral Report

Students: Listen to a presentation by someone in the legal system (e.g., a police officer, legal secretary, bailiff, court reporter, lawyer, judge, law student), asking questions of personal and academic interest.

Students: Research the skills and requirements of at least one job in the legal field (e.g., probation officer, criminologist) using computer programmes and pamphlets from the guidance office and report findings briefly in a two-minute oral presentation.

Students: In pairs, send an e-mail message to guest speaker, thanking him/her for the presentation.

Step G: Grammar and Usage, Spelling and Punctuation

Students: Use correct sentence structure, vocabulary, and diction, revising their script to interest and convince their audience of peers.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading	individual, homework, brainstorming	observation, chart	formative
Step B	reading, speaking	individual, group work	chart, quiz, questions-response	summative, formative
Step C	reading, writing	group work, journal response	jigsaw method, observation	formative
Step D	reading, listening	individual	teacher presentation	formative
Step E	reading, speaking	group work, simulation	grids, self, teacher assessment	summative
Step F	writing	individual homework	teacher and peer assessment, grid	summative
Step G	(see Activity 2.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

CHRISTIE, Agatha, *And Then There Were None*, New York, Berkley Books, 1991, 204 p.
Ontario Prospects/Ontario’s Guide to Career Planning, Ontario Ministry of Education and Training.

Human

Student speaker whose occupation relates to the legal system

Material

Props (e.g., gavel, graduation gown) for the mock trial, provided by students and/or teacher

Technological

Career Gateway

<http://www.edu.gov.on.ca/eng/career>

HRDC

<http://www.schoolfinder.com/career/quiz.htm>

Literature Resources for High School

<http://www.teleport.com/~mgroves/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 2.5.1: Evaluation of Group Presentation/ Strands: Reading/Oral Communication

Appendix EAE1D 2.5.1
EVALUATION OF GROUP PRESENTATION
STRANDS: READING / ORAL COMMUNICATION

Chapter Presented: _____

Presented by: _____

Date: _____

		Level 1	Level 2	Level 3	Level 4
	Unsatisfactory or non-existent	Needs improvement	Somewhat effective	Effective	Very effective
<u>A. Content</u>					
1. Introduction					
- brief summary of preceding chapter					
- introduction to chapter (overview / topic sentence / title explained)					
2. Body of presentation					
- plot summary					
- supporting examples					
- orderly presentation					
3. Conclusion					
- summing-up of important events/ recapitulation of overview					
<u>B. Delivery / Speaking Skills</u>					
- good, clear speaking voice					
- appropriate language used, i.e. no slang					
- no filler words used, e.g. “um”					
- good grammar used					
<u>C. Overall Effectiveness</u>					
- established a presence (stance, free of mannerisms, ...)					
- established rapport with audience (eye contact, ...)					
- used visual aid(s) well					
<u>D. Comments</u>					

OVERALL LEVEL OF ACHIEVEMENT: _____

ACTIVITY INFORMATION EAE1D 2.6

Independent Reading

1. Time:

150-180 minutes

2. Description

In this activity, students will independently read and report on a mystery novel of their choice. Students will apply their knowledge of literary elements to convey their interpretation and opinion of a novel in a written text and in a formal oral presentation with emphasis on the development of creative and critical thinking skills.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3 - 5

Specific Expectations: EAE1D-LR-For.1 - 2 - 4 - 5

EAE1D-LR-Str.1 - 2 - 3 - 4 - 6 - 7 - 8

EAE1D-LR-Inv.4 - 5 - 6 - 7 - 8 - 9 - 10

EAE1D-LR-Crit.1 - 3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 2 - 5 - 7 - 9 - 10 - 13 - 14

EAE1D-W-Proc.3 - 6

EAE1D-W-Res.7

EAE1D-W-Gram.4 - 7

EAE1D-W-Crit.1 - 3 - 4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.2

Specific Expectations: EAE1D-O-ForList.1

EAE1D-O-ForSpea.2 - 3 - 4 - 6

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.3

Specific Expectations: EAE1D-M-For.1

4. Planning Notes

- plan a visit to the library to make students aware of the different novels available to them
- S note that independent reading reports can be presented throughout the trimester or semester instead of at the end of the unit, to maintain students' interest
- S verify appropriateness of students' choice of books
- S plan in-class time for silent sustained reading
- S give students access to print and electronic resources to enable them to define unfamiliar words

5. Prior Knowledge Required

- S use a variety of strategies to understand unfamiliar words and to read texts independently
- S respond to texts in a variety of ways and explain their responses, supporting them with evidence
- S understand increasingly complex elements of literature
- S clarify and defend their opinions about a text
- S respond to ideas and information concisely and clearly based on acquired knowledge or personal experience
- S apply conventions of language and appropriate diction in written and oral responses to texts

6. Activity Instructions

Step A: Introduction/ Brainstorming, Instructions

Students: In their journal, list the advantages of reading a book instead of watching the movie version of a book.

Students: Take turns informally reporting their findings to the class.

Teacher: Leads discussion in which students reflect on the importance of reading for personal, academic and career purposes.

Teacher: Assigns and explains independent reading assignment to students: students will read a mystery novel of their choice that has been approved by the teacher and demonstrate their understanding of the novel by completing one activity and/or question for each section.

Students: Prepare both a written and an oral report of their independent reading, using an accepted research methodology to annotate their references. Basically, students' reports should include a one-paragraph response dealing with:

- each of the literary elements,
- the students' opinion of the novel.
- a vocabulary list of new or difficult words.

Step B: Reading/ Character

Students: Can choose two of the following activities:

S dress up as one of the main characters in the novel, identify this character and explain his/her role in the novel;

OR

S write a letter from the point of view of a character requesting advice about a specific problem, and explain how this problem is or is not eventually resolved in the novel;

OR

S create an ID card or a “wanted” poster of the main character, explaining how this image matches the novel;

OR

S write an obituary for two or three victims in the novel;

OR

S write the criminal record of the murderer in the novel;

OR

S write a probation officer’s report explaining why the murderer does or not deserve a prison sentence;

OR

- create the main character’s coat of arms, explaining how the various components reflect the character;

OR

S write the horoscope of the main character, emphasizing his/her qualities and faults;

OR

S explain why you would or would not hire the main character for a job;

Step C: Reading/ Setting

Students: Can

S outline the time sequence of the novel, focusing on the dates and various indicators of time in the novel;

OR

S outline the various stages of a character’s life in chart form, providing photographs for clarity and emphasis;

OR

S describe the setting at the beginning of the novel, and explain what they think happened before the start of the novel;

OR

S rewrite a key passage in the novel as if it were set a hundred years in the future;

OR

S present the scene of a crime as if you were a stage producer in a local theatre;

Step D: Reading / Plot

Students: Can choose two of the following activities:

S write three to five diary entries from the point of view of a character in the novel, which focus on three to five key events in the novel;

OR

S summarize the climax of the novel as a news report (in print or audio form);

OR

S outline the plot of the novel, illustrating each important event according to the order established by the author;

OR

S write a description of the main events in the novel in the form of a detective's report;

OR

S rewrite the climax or ending of the novel from the point of view of a character (other than the narrator) in the novel;

OR

S choosing one event or possibly two events in the novel, imagine what two characters would be saying to each other at that time, and write out the dialogue;

OR

- illustrate a key event in the novel in cartoon form, including at least eight frames and specific dialogue;

OR

- compare and contrast in chart form the plot of the novel and the movie version of the novel;

OR

- summarize three important events in the novel, including background music to set the mood (justify choice of music);

Step E: Reading/Theme

Students: Can select at least two of the following activities

- write a poem that illustrates the main theme of the novel;

OR

- illustrate the main theme of the novel in the form of a book jacket for the novel;

OR

- assume the point of view of the author to explain how the title relates to the novel;

OR

- select at least three interesting quotations from the novel, and explain them in your own words;

OR

- find the lyrics of a song which has the same theme as the novel, explaining how both convey a similar message;

OR

- explain why you agree or disagree with the views expressed in the novel with reference to at least three distinct passages;

OR

- prove that justice is or is not done in the novel;

OR

- prove that good does or does not triumph over evil in the novel;

Step F: Reading/Opinion Text

Students: Can

- produce an ad and a bookmark that promote the novel, explaining how these two productions reflect their opinion of the novel;

OR

- write to the author to explain what three aspects of the novel they preferred;

OR

- S assume the point of view of the author and write a letter to the publisher to convince him or her that the novel is a bestseller (including at least three reasons to justify position);

OR

- assume the point of view of a publisher and write to the author to explain why the novel is or is not worth publishing (including at least three reasons to justify position);

OR

- give three reasons why this novel would or would not make a good movie.

Step G: Grammar and Usage, Spelling and Punctuation

Students: Evaluate their own and others' oral reports in terms of content, techniques and language conventions, with attention to sentence structure, vocabulary and diction.

Students: Integrate unfamiliar words from the novel into their report, using print and electronic resources to verify spelling and meaning.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Steps A to F	reading, writing, speaking	individual, written oral report	grid	summative
Step G	(see Activity 2.7)			

8. Resources

In this activity, the teacher selects from the following resources:

PedagogicalMACNEE, Mary J., *Science Fiction, Fantasy, and Horror Writers, Volume 1 A-J, Volume 2 K-Z*, Toronto, International Thomson Publishing, 1995, 432 p.

Human

S librarian, to give an overview of the genre and/or to give a workshop on reading strategies

Material

S radio-cassette player

Technological

Literature Resources for High School

<http://www.teleport.com/~mgroves>

Merriam-Webster Dictionary

<http://www.m-w.com/netdict.htm>

SchoolNet

<http://www.schoolnet.ca>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 2.6.1: Achievement Chart - Independent Reading

Achievement Chart - Independent Reading

Appendix EAE1D 2.6.1

<p><i>Assessment Techniques: diagnostic - formative - summative .</i></p> <p><i>Strand: Literature Studies and Reading</i> <i>Overall Expectations: EAE1D-LR-OE.1 - 2 - 5</i></p> <p><i>Strand: Writing</i> <i>Overall Expectations: EAE1D-W-OE.1 - 2 - 6</i></p> <p><i>Strand: Oral Communication</i> <i>Overall Expectation: EAE1D-O-OE.2</i></p> <p><i>Student Task: Written and oral report</i></p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
<i>Knowledge/Understanding</i>				
<p>The student: - demonstrates knowledge of the elements of fiction - demonstrates understanding of concepts, ideas and themes - demonstrates understanding of the relationship between the elements of fiction and the author's purpose - demonstrates understanding of the use of literary/stylistic devices to develop plot, character, setting and theme</p>	<p>The student demonstrates limited knowledge of the elements of fiction and limited understanding of concepts, ideas and themes and of the use of literary/stylistic devices</p>	<p>The student demonstrates some knowledge of the elements of fiction and some understanding of concepts, ideas and themes and of the use of literary/stylistic devices</p>	<p>The student demonstrates considerable knowledge of the elements of fiction and considerable understanding of concepts, ideas and themes and of the use of literary/stylistic devices</p>	<p>The student demonstrates thorough knowledge of the elements of fiction and thorough and insightful understanding of concepts, ideas and themes and of the use of literary/stylistic devices</p>

Thinking/Inquiry				
The student: - presents an oral and written report on a mystery novel - applies the inquiry skills of inference, analysis and assessment to independently read, interpret and criticize a novel	The student uses critical and creative thinking skills with limited effectiveness and applies few of the skills of inference, analysis and assessment	The student uses critical and creative thinking skills with moderate effectiveness and applies some of the skills of inference, analysis and assessment	The student uses critical and creative thinking skills with considerable effectiveness and applies most of the skills of inference, analysis and assessment	The student uses critical and creative thinking skills with a high degree of effectiveness and applies all or almost all of the skills of inference, analysis and assessment
Communication				
The student: - uses appropriate diction with a sense of his/her peers' interests - communicates in the form of a written and oral report	The student communicates with a limited sense of appropriate diction and of peers' interests and with limited command of form	The student communicates with some sense of appropriate diction and of peers' interests and with moderate command of form	The student communicates with a clear sense of appropriate diction and of peers' interests and with considerable command of form	The student communicates with confidence, with a strong sense of appropriate diction and of peers' interests and with extensive command of form
Application				
The student: - uses knowledge of grammar in a written report - uses public-speaking techniques in an oral report - uses knowledge of vocabulary and context cues to read independently - makes connections between a novel and own interests and experiences	The student uses knowledge of conventions and techniques with limited accuracy and effectiveness , and makes connections with limited effectiveness	The student uses knowledge of conventions and techniques with some accuracy and effectiveness , and makes connections with moderate effectiveness	The student uses knowledge of conventions and techniques with considerable accuracy and effectiveness , and makes connections with considerable effectiveness	The student uses knowledge of conventions and techniques accurately and effectively all or almost all of the time , and makes connections with a high degree of effectiveness
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY INFORMATION EAE1D 2.7

Grammar and Usage, Spelling and Punctuation

1. Time

150-180 minutes

2. Description

In this activity, students will develop their knowledge of the conventions of language with a focus on the avoidance of sentence errors and the use of simple, compound, complex, and compound-complex sentences. Students will apply the steps of writing as a process in the production of a script, description of setting, character sketch, independent reading report, and journal responses. Students will use print and electronic resources to research a specific topic and to proofread, edit and publish their written texts.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1

Specific Expectations: EAE1D-LR-For.1 - 8
EAE1D-LR-Str.5 - 6 - 7

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 4

Specific Expectations: EAE1D-W-For.1 - 3
EAE1D-W-Proc.1 - 4 - 5 - 6 - 7
EAE1D-W-Gram.4 - 5 - 7
EAE1D-W-Crit.2.

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.2 - 3

Specific Expectations: EAE1D-O-ForList.1
EAE1D-O-ForSpea.3
EAE1D-O-GrSk.1 - 2 - 3

4. Planning Notes

- apply various strategies to form groups, some groups being designated by the teacher, others being formed by students themselves, and others left to chance (through a numbering system)

- S ensure variety in the roles assumed by the students during the writing process, rotating and assigning roles if necessary
- S plan in-class time for the application of the steps of writing as a process
- S give students access to print and electronic resources to enable them to define unfamiliar words and to check spelling

5. Prior Knowledge Required

- S use a variety of strategies and resources to understand unfamiliar words and spell correctly
- S demonstrate the ability to write complex sentences, use transitional words, write compound sentences, and write a variety of sentence structures, types, and lengths
- S be familiar with the main steps of writing as a process
- S apply knowledge of conventions of language and appropriate diction in written and oral responses to texts

6. Activity Instructions

Step A: Activity 2.1

Students: Complete a diagnostic writing activity and/or exercise that assesses their ability to distinguish between correct and incorrect sentences and to write simple, compound, and complex sentences.

Step B: Activity 2.1

Teacher: Presents the various kinds of sentences to students using examples from the novel under study; presents the various kinds of subordinate clauses.

Students: In groups and then individually (as classwork and as homework), read paragraphs from the novel under study and from magazines or newspapers, and identify the various simple, compound, complex and compound-complex sentences.

Students: In groups and then individually (as classwork and as homework), rewrite sentences by changing one kind to another.

Students: In groups and then individually (as classwork and as homework), integrate various prepositions and conjunctions into their own sentences or those provided by teacher.

Step C: Activity 2.2/Activity 2.3/ Activity 2.5

Students: In groups and then individually (as classwork and as homework), correct sentences and combine sentences and ideas, using various exercises and drills provided by the teacher.

Students: Each identify and bring to class two or three examples of sentence fragments in various formats (e.g., labels, recipes, ads, t-shirts, news articles), and explain them to one another in small groups.

Students: In groups and individually, read each other's journal responses and select at least two sentences in each text that they feel are well written. Students explain their choices.

Students: In groups and individually, identify and revise spelling errors and at least two weakly constructed sentences in their descriptive texts.

Step D: Activity 2.4

Teacher: Reads various kinds of sentences to students.

Students: Listen to sentences read by teacher, noting what kind of sentence each is.

Students: In groups, re-arrange the order of words in a sentence and of sentences in a paragraph provided by the teacher, and then read their final product to other groups.

Step E: Activity 2.6

Students: Keep a personal vocabulary list of unfamiliar words as they complete their independent reading of a novel, using print and electronic resources to verify their meaning.

Students: Integrate newly learned vocabulary from the novel into complete and well-structured sentences of their own, demonstrating understanding of these unfamiliar words.

Students: Compare their list of words with their French equivalents, noting similarities and differences in spelling and grammar.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	writing	individual	grid, test	diagnostic
Step B	writing, reading	individual, group work	observation	formative
Step C	writing	individual, group work	exercises, tests, grid	formative/ summative
Step D	writing, listening	individual, group work	observation	formative
Step E	reading/writing	individual, group work	vocabulary log	formative/ summative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BUCKLEY, Joanne & GATES, David, *Put it in Writing*, 2nd edition, Scarborough, Prentice-Hall, 1995, 297 p.

LITTELL, Joy, *et al.*, eds., *Building English Skills/Practice Book/Orange Level*, Canadian Edition, Toronto, Irwin, 1983, 170 p.
ROBINSON, S.D., *et al.*, *Bridges 4*, Scarborough, Prentice-Hall, 1987, 331 p.
ROBINSON, S.D., *et al.*, *Fast Forward/Destinations*, Scarborough, Prentice-Hall, 1990, 366 p.

Human

S local writer

Technological

Dictionaries

<http://ansernet.rcls.org/deskref/drdict.htm#DRDICT>

Merriam-Webster Online Dictionary

<http://www.m-w.com/netdict.htm>

Online English Grammar

<http://www.edunet.com/english/grammar/index.cfm>

Writing Tips

<http://www.niva.com/writblok>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

UNIT 3 (EAEID)

Drama - *Introduction to Shakespeare*

Unit Description

In the Drama unit, students will develop their understanding of current and traditional forms of drama and apply their knowledge of literature to explore comedy, romance, fantasy and myths through their study of a Shakespeare play. They will demonstrate their learning through reading, writing, speaking, and listening activities that include journal responses, the letter of advice, narrative writing, role-playing, a research report. The study of the conventions of language and the development of media literacy skills are integrated into their study of drama.

Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3 - 4 - 5

Specific Expectations: EAE1D-LR-For.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Str.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.2 - 3 - 4 - 5 - 7 - 8 - 9 - 10 - 11 - 13 - 14 - 15

EAE1D-LR-Crit.2 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.3 - 4 - 5 - 7 - 8 - 9 - 10 - 11

EAE1D-W-Res.1 - 2 - 3 - 5 - 6 - 7 - 8 - 9 - 10

EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 5 - 6 - 8 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2

EAE1D-M-Inv.2 - 3

EAE1D-M-Crit.1 - 2 - 4 - 5

Activity Titles

Activity 3.1: Solving Problems	(240-300 minutes)
Activity 3.2: The Stuff Dreams are Made of	(210-240 minutes)
Activity 3.3: Laugh A Little	(240-300 minutes)
Activity 3.4: The Gods are Smiling	(210-240 minutes)
Activity 3.5: First and Second Impressions	(210-240 minutes)
Activity 3.6: Shakespeare's Life and Times	(210-240 minutes)
Activity 3.7: Grammar and Usage, Spelling and Punctuation	(180-200 minutes)

Prior Knowledge Required

- S demonstrate understanding of increasingly complex elements of literature
- S use print and electronic resources and knowledge of context cues to understand unfamiliar vocabulary
- S use reading strategies and research skills to locate, select and record information
- S apply steps of the writing process to revise and edit their written texts
- S organize ideas and information in well-developed paragraphs
- S use appropriate vocabulary and diction in formal and informal presentations
- S use technological resources and audio-visual equipment to enhance presentations

Unit Planning Notes

The teacher will:

- S keep an up-to-date collection of short stories, anecdotes, cartoons, news stories and/or magazine articles that relate to the theme of appearance and reality
- S integrate grammar and usage, spelling and punctuation into each activity. Strategies for the teaching and learning of language conventions have been regrouped as a separate activity at the end of the unit in order to provide more specific strategies and explanations and therefore do not count in the timeline of each activity.
- S give students access to different kinds of print and electronic resources whether in the classroom, at the library, or in the community
- S evaluate availability and suitability of resources and keep a file of useful documents, annotating relevant sources. It is expected that class time will be devoted to research with emphasis on the steps in the research process.
- S reserve audio-visual equipment
- S reserve, preview and select videos and movies (The teacher needs to be aware of copyright laws: showing short video excerpts is permitted; however, showing substantial portions of a single video requires written permission or payment of a fee. Teachers are often allowed to tape and use media productions by Cable in the Classroom, TV Ontario, and the CBC.)
- S adjust timeline and strategies to accommodate students with special needs.

Crosscurricular Links

Français:

- S use context clues and knowledge of French and of word origins to understand new or unfamiliar words
- S apply steps of the writing process to revise and edit creative writing
- S apply knowledge of literary forms and techniques
- S present ideas and information clearly and concisely in formal and informal solutions
- S apply knowledge of literary forms and techniques to read and interpret drama
- S apply reading strategies of skimming, scanning and surveying to locate information
- S apply steps of the writing process as well as knowledge of language conventions in written texts

Other disciplines:

- S explore the historical context of a Shakespeare play
- S explore the impact of technology as an information resource
- S plan, rehearse and deliver an oral presentation (in collaboration with drama and art teachers)
- S explore classical mythology and myths and legends of native literature as an inter-disciplinary activity in collaboration with history and art teachers
- S produce a cartoon in collaboration with the art teacher
- S read and interpret a play in collaboration with the drama teacher
- S apply research methodology to record information
- S pursue research in collaboration with history courses
- S develop group skills necessary for the completion of an academic task

Animation culturelle:

- S explore the evaluation and origin of words
- S explore myths and legends of native literature and of various other cultures
- S explore the context of literary works from different times and places
- S apply knowledge of origins of words to understand unfamiliar vocabulary

Technology:

- S refer to print and electronic resources to define unfamiliar vocabulary and check spelling
- S format and publish a text that is original, neat, legible and visually appealing
- S use electronic resources to research a topic and enhance an oral presentation
- S produce graphics, in this case a comic strip, a collage or cartoons, with the use of specific computer programmes
- S use the Internet and computer software to research a topic and complete an academic task
- S edit and publish a finished product according to a specific format, through the use of various software and computer programs

Careers:

- S appreciate the role of humour as a stress reliever
- S develop group skills and oral communication skills with attention to social conventions and appropriate levels of language

- S collaborate in written and oral productions, demonstrating consideration for others' point of view

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- discussion
- brainstorming
- plot/sequence chart
- expository writing
- narrative writing
- cartoons
- homework
- read along
- reading response
- reading in small groups
- journal response
- directed reading-thinking activity
- learning/vocabulary log
- learning/research log
- research
- rehearsal/repetition/practice
- graphing
- simulation
- peer practice
- peer tracking

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

- diagnostic:** observation, conference, questions and answers, select response, anecdotal record
- formative:** observation, homework, self-assessment, anecdotal record, performance task, conference, portfolio, questions and answers, response journal, rating scale
- summative:** performance task, portfolio, quiz, test, examination, select response, rubric, self-assessment, peer assessment, classroom presentation

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- S in groups of three or four, make up new words of three or more syllables (teacher may wish to provide a list of syllables to choose from). Students write a short paragraph which includes or deals with these words and share their texts informally with the class
- S make a collage illustrating one of the themes of the play
- S design a three-dimensional set for a scene in the play

- S illustrate in poster form definitions of Shakespearean terms
- S illustrate a myth or legend in cartoon format, including dialogue
- S read myths and legends to each other
- S are given extra time to read texts
- S illustrate and/or explain orally their interpretation of the themes of the play, with reference to specific quotations
- S listen to and explain the lyrics of a song that deals with one of the themes of the play, making the connection obvious
- S are given extra time to complete research
- S prepare a trivia game on Shakespeare's works and life: students formulate five questions and answers which are then edited and selected by the teacher. The class is divided into teams, and students take turns assuming the various roles (asking questions, counting points, answering questions, judging answers, timing answers, etc.).
- S use models of various kinds of sentences to write their own sentences
- S listen to audio tapes as they read along
- S students compose three definitions of mythological and Shakespearean terms studied in class, including an illustration, and present them in the form of a poster. Students may wish to compile their definitions in their own class dictionary.
- S produce a poster advertising the local production of the play

Students requiring remedial and/or enrichment activities:

- S briefly research the origin and/or customs associated with a holiday and report their findings orally, in an informal presentation (e.g., Hallowe'en, Midsummer Night, Valentine's Day, Chinese New Year)
- S explore the origins of the English language, finding examples of words whose spelling and/or meaning have changed and listing the various origins of familiar words
- S listen to excerpts of sound tracks and/or musical interpretations of the play (e.g., Mendelssohn's overture to *A Midsummer Night's Dream*), discussing the effect and/or appropriateness of the music
- S research the symbolic meaning of dreams in various print and electronic resources for homework, reporting their findings informally to the rest of the class
- S pursue their exploration of fantasy by reading science fiction stories for personal and/or academic purposes
- S rewrite a scene or passage from the play in current Canadian English, including as much jargon and/or slang as they wish, and present it to the class
- S write and dramatize the script of a sequel to a scene or of an entirely new scene
- S view and /or read a well-known comedy, noting the humorous elements
- S skim magazines, the Yellow Pages, the Internet, newspapers, and pamphlets, identifying commercial slogans, brands and/or product names that refer directly or indirectly to mythology
- S explore television and radio commercials as homework to complete their research and complete a list of five items; identify the mythological references and report findings informally to the class (e.g., Argonauts, Midas, Lotus, Mercury)
- S select and read myths and legends from other cultures (e.g., Norse myths, Japanese legends)
- S select and read myths and legends independently, exploring a specific theme (e.g., courage, making decisions, loyalty, growing up)

- S compose their own myth or legend to convey a specific moral or lesson
- S prepare trivia questions on Shakespeare's works and life, and post them on various schools' Web sites, inviting students from other schools to participate in their trivia game
- S conduct an informal survey on Shakespeare either in the school or on the Internet, asking high school students about the study of Shakespeare (e.g., their favourite play)
- S compare and contrast super-heroes (e.g., Superman, Wonder Woman) with characters in Greek and Roman mythology
- S write a letter to Shakespeare explaining why they like or dislike the play

B. Assessment/Evaluation Techniques

Students with special needs:

- S present the problem and their advice in the form of a skit
- S read a modernized version of a Shakespeare play
- S read and dramatize a modernized script of a scene or passage from a Shakespeare play
- S add dialogue to an existing cartoon instead of creating their own graphics
- S present their research in chart form
- S use the jigsaw method of collaborative learning to present their research in small groups
- S are given extra time to complete exercises and test
- S explain orally their understanding of language conventions

Students requiring remedial and/or enrichment activities:

- S use the jigsaw method of collaborative learning to explain various passages and to review questions and answers
- S practice reading a scene of the play out loud
- S produce their own audio tape of a scene in the play
- S dramatize the events of the myth in a two-three minute skit to advertise the play
- S write a poem on one of the themes of the play
- S produce a plot graph presenting the main events in a particular act
- S write their narrative text as a script instead of a paragraph
- S present their narrative as an audio/radio tape to which the class can listen
- S the class selects the best comic strips and has them published in the school newspaper and/or in a local paper
- S present their research in the form of a video or computer presentation
- S present their research in the form of a pamphlet

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

- ANDREWS, John, F., ed., *William Shakespeare / His World, His Work, His Influence* (3 volumes), New York, Scribners, 1985.
- ANDERSEN, Neil and KIRK, Cecile, *Communication Works*, Toronto, Oxford University Press, 1987.
- BALDICK, Chris, *The Concise Oxford Dictionary of Literary Terms*, Toronto, Oxford University Press, 1996, 246 p.
- BALLAH, Judy, ed., *Drama in Perspective*, Toronto, Harcourt Brace and Co. Canada, 1993, 141 p.
- BOYCE, Charles, *Encyclopedia of Shakespeare A to Z*, New York, Roundtable Press, 1990.
- CARROLL, Robert F., "Heat Lightning", *Seven Plays of Mystery and Suspense*, Brodtkin and Pearson, New York, Globe Book Co., 1982, p. 1-13.
- EPSTEEN, Norrie, *The Friendly Shakespeare*, New York, Viking Press, 1990.
- FLETCHER, Louise, "Sorry, Wrong Number", *Invitation to Drama*, revised edition, Toronto, Macmillan, 1967, p. 105-127.
- GEORGE, Jerry, et al., eds., *On Common Ground*, Toronto, Oxford University Press, 1994, 322 p.
- JEROSKI, S., et al., *Speak for Yourself*, Scarborough, Nelson, 1990, 237 p.
- JUDGE, Harry, ed., *Oxford Illustrated Encyclopedia / World History from Earliest Times to 1800* (Vol. 3), New York, Oxford University Press, 1988.
- LIVESSEY, Robert, *Creating with Shakespeare*, Stoddard, Little Brick Schoolhouse Inc., 1988.
- MANGUEL, Alberto, ed., *The Oxford Book of Canadian Ghost Stories*, Toronto, Oxford University Press, 1990.
- PARKER, Louis N., "The Monkey's Paw", adapted from the short story by W.W. Jacobs, *Seven Plays of Mystery and Suspense*, New York, Globe Book Co., 1982, p. 117-139.
- ROY, Ken, ed., *HBJ Shakespeare Series*, Toronto, Harcourt Brace Jovanovich, 1987.
- TOOS, David, *A Life of Shakespeare*, New York, Kenilworth Press, 1980.
- TOOS, David, *Shakespeare's Globe: An Introduction*, New York, Kenilworth Press, 1983.

Human

- S play in a local theatre, meeting with actors afterwards, if possible
- S local actor

Material

- S reviews of television shows, government surveys, cardboard, video, VCR, radio cassette player, audio-tape of plays

Techological

- World's Greatest Classic Books*, Corel CD-ROM, 1995.
- The 1996 Canadian Encyclopedia Plus / The Complete Multimedia Reference Work* on CD-ROM, Toronto, McClelland & Stewart, 1995.

The Complete Works of William Shakespeare

<http://www-tech.met.edu/Shakespeare/works.html>

Internet Shakespeare Editions

<http://www.web.UVic.CA/shakespeare/index.html>

Literature Resources for High School

<http://www.teleport.com/~mgroves/>

Mr. William Shakespeare

<http://www.daphne.palomar.edu/shakespeare/bestsites.htm>

Shakespeare's Globe

<http://www.rdg.ac.uk/globe/>

ACTIVITY INFORMATION EAE1D 3.1

Solving Problems

1. Time

240 - 300 minutes

2. Description

In this activity, students will develop their knowledge of literary forms and techniques by studying a Shakespearean comedy or tragi-comedy (e.g., *A Midsummer Night's Dream*, *Twelfth Night*, *As You Like It*, *Much Ado About Nothing*) in a relevant context. Students will become familiar with common Shakespearean terms. The exploration of the first act will focus on the comprehension of plot, character and setting. Students will interpret the various relationships in a letter of advice.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3

Specific Expectations: EAE1D-LR-For.1 - 2 - 4 - 5 - 7

EAE1D-LR-Str.3 - 7

EAE1D-LR-Inv.2 - 5 - 7 - 8 - 9 - 10 - 13 - 14 - 15

EAE1D-LR-Crit.4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 6

Specific Expectations: EAE1D-W-For.5 - 7 - 8 - 9 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.8 - 10 - 11

EAE1D-W-Crit.1 - 2 - 3 - 4

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 6 - 7

EAE1D-O-ForSpea.1 - 3 - 4 - 5 - 6 - 8 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1

Specific Expectations: EAE1D-M-Inv.2
EAE1D-M-Crit.4

4. Planning Notes

- S reassure students who may be intimidated by the idea of studying Shakespeare
- S explain the use of reference notes in Shakespearean text as well as the numbering system of verses, acts, and scenes
- S find audio cassettes of the play for the reading of the play in class
- S find a video of the play to visualize the action and to verify comprehension
- S provide class time for the application of the writing process

5. Prior Knowledge Required

- S apply reading strategies and knowledge of context clues especially their knowledge of word families, French vocabulary and elements of grammar
- S apply knowledge of literary elements and devices to respond to texts in a variety of ways and to explain their responses with supporting evidence
- S apply the steps of the writing process and knowledge of language conventions and paragraph structure in creative writing

6. Activity Instructions

Step A: Introduction /Viewing, Making Connections

Students: Watch a short video or read a story or play that deals with mistaken identities, unrequited love, lovers' quarrels, in a current context, preferably with reference to adolescent relationships .

Teacher: Directs discussion on the problems faced by the characters, noting possible solutions.

Teacher: Emphasizes the fact that similar problems and relationships are presented in Shakespeare's plays.

Teacher: Directs a discussion on the relevancy of Shakespeare today.

Step B: Introduction/Journal Response

Students: Reflect on their own relationships in a journal response by listing five good ways to overcome shyness, avoid someone they don't like and/or be noticed by someone they do like.

Students: Share their suggestions informally, noting similarities and differences.

Step C: Reading/Vocabulary Development

Teacher: Gives examples of words that did not exist ten or twenty years ago and that are now acceptable (e.g., to medal, cyberspace, dweeb);

Students: Provide their own examples of “trendy” words.

Teacher: Explains the concept of archaic terms, emphasizing that a language is always evolving.

Students: Explore the Greek and Latin roots of words, using context clues and their knowledge of prefixes and suffixes.

Students: Define common Shakespearean words (e.g., thee, anon, doth, alack, in sooth) by applying similar techniques, with the help of the teacher; another exercise might include matching Shakespearean terms with definitions provided by the teacher.

Step D: Reading/Listening /Questions and Answers

Teacher: Names and identifies the main characters of the play using cartoon pictorials of the characters, in order to help students visualize the characters and remember the names.

Teacher: Before the first scene and subsequent scenes, provides a two or three sentence summary (oral or written) of the scene and then asks a directing question that stimulates students’ curiosity or helps them look for important details (e.g., What would you do if...? What do you think he/she will do next? Let’s find out what he/she really thinks about him/her.)

Students: Listen to an audio tape of the scene as they follow the text in their book.

Teacher: Asks specific comprehension questions that focus on the events and characters, providing oral explanations when necessary. (Some students may benefit from a written summary of each scene.)

Step E: Reading/ Questions and Answers, Making Connections

Teacher: Asks questions and activities that focus on the interpretation of characters’ feelings and of the play’s events in a current context to which students can relate (e.g., What would you do if you won a lottery? Do parents have a say in your choice of boyfriends/girlfriends? Is a person’s appearance important to you when you first meet?).

Students: Express views in informal oral responses and journal responses.

Step F: Reading /Predicting Outcomes

Students: In groups of three or four, imagine various “What if” scenarios: what would happen if... e.g.,

- Hermia and Lysander did not reveal their marriage plans,

- Helena did not tell Demetrius about the secret marriage.

A spokesperson for each group reports the group’s predictions to the class.

Step G: Reading/Research

Students: Read background notes in textbook on the theatre in Shakespeare’s day, reflecting on the status of actors at the time, the limited use of props, and the humorous effect of having young males play women’s role.

Step H: Reading/Questions and Answers

Students: Complete various exercise sheets individually and/or in groups, in class and/or as homework (e.g., true or false, fill in the blanks, numbering events in the right order) to verify comprehension, to interpret ideas, and to apply knowledge of literature.

Step I: Writing/Reading/Role-playing

Students: Assume the point of view of a character in the play and write a three-paragraph letter (in current/or Shakespearean English) asking for advice about a problem; students reply to this letter by writing a three-paragraph letter of advice in which they imagine that they are the friend of this character.

Students: Review and apply the conventions of the friendly letter.

Step J: Reading/Vocabulary Development

Students: Maintain a vocabulary log of new or unfamiliar words.

Students: In groups of three or four, use print and electronic resources to define words.

Students: Compare definitions.

Students: Complete various puzzles and word games in which Shakespearean vocabulary appears.

Step K: Grammar and Usage, Spelling and Punctuation

Students: Apply the steps of the writing process to revise texts. The avoidance of sentence errors and the correct use of punctuation are emphasized.

Students: Integrate newly learned vocabulary into their written texts.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	viewing, listening	class brainstorming	observation checklist	formative
Step B	reading, Writing	journal response	checklist	formative
Step C	reading, vocabulary	class and group work	observation	formative
Step D	reading, listening	class and group work, homework	observation	formative
Step E	reading, listening speaking, writing	class and group work, journal response	observation	formative

Step F	reading, speaking	group work	observation	formative
Step G	reading	individual, class discussion	observation	formative
Step H	reading	individual, group work	test	summative
Step I	reading, creative writing	individual	grid	summative
Step J	(see Activity 3.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

ANDREWS, John, F., ed., *William Shakespeare: His World, His Work, His Influence* (3 volumes), New York, Scribners, 1985.

BOYCE, Charles, *Encyclopedia of Shakespeare A to Z*, New York, Roundtable Press, 1990.

EPSTEEN, Norrie, *The Friendly Shakespeare*, New York, Viking Press, 1990.

JUDGE, Harry, ed., *Oxford Illustrated Encyclopedia: World History from Earliest Times to 1800* (Vol. 3), New York, Oxford University Press, 1988.

LIVESEY, Robert, *Creating with Shakespeare*, Stoddard, Little Brick Schoolhouse Inc., 1988.

ROY, Ken, ed., *HBJ Shakespeare Series*, Toronto, Harcourt Brace Jovanovich, 1987.

TOOR, David, *Shakespeare's Globe: An Introduction*, New York, Kenilworth Press, 1983.

Human

S play at a local theatre, meeting with actors afterwards, if possible

Material

S audio-tape of play, radio cassette

Technological

World's Greatest Classic Books, Corel CD-ROM, 1995.

The 1996 Canadian Encyclopedia Plus / The Complete Multimedia Reference Work on CD-ROM, Toronto, McClelland & Stewart, 1995.

The Complete Works of William Shakespeare

<http://www.tech.mit.edu/Shakespeare/works.html>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 3.1.1: Evaluation Sheet for Letter of Advice

Appendix EAE1D 3.1.2: Achievement Chart - Solving Problems

EVALUATION SHEET FOR LETTER OF ADVICE

DATE: _____

NAME: _____

TOPIC CHOSEN: _____

		Level 1	Level 2	Level 3	Level 4
	Unsatisfactory or non-existent	Needs improvement	Somewhat effective	Effective	Very effective
<u>A. Letter Content</u> 1. Introduction - creates interest - introduces topic/concern 2. Body - offers thoughtful ideas - uses techniques to develop ideas (example, anecdote, cause and effect ...) 3. Conclusion - restates / sums up main idea 4. Overall - ideas are clearly expressed - leaves the reader satisfied					
<u>B. Letter Format</u> - heading - salutation - body - closing - signature					
<u>C. Writing Skills</u> - proper diction - indented paragraphs - correct sentence structure - correct punctuation - correct grammar - correct spelling					
<u>D. Comments</u>					

OVERALL LEVEL OF ACHIEVEMENT: _____

OVERALL MARK: _____

Achievement Chart - Solving Problems

Appendix EAE1D 3.1.2

<p><i>Assessment Techniques: diagnostic - formative - summative .</i></p> <p><i>Strand: Literature Studies and Reading</i> <i>Overall Expectations: EAE1D-LR-OE.1 - 2</i></p> <p><i>Strand: Writing</i> <i>Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 6</i></p> <p><i>Student Task: Writing a letter of advice and a fantasy text</i></p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
Knowledge/Understanding				
<p>The student: - demonstrates knowledge of the elements of fiction in Shakespearean drama - demonstrates understanding of the themes, of the relationships among the themes, characters and events, and of the uses of literary/stylistic devices to convey atmosphere, meaning and emotion</p>	<p>The student demonstrates limited knowledge of the elements of fiction and limited understanding of relationships among the themes, characters and events, and of the uses of literary/stylistic devices</p>	<p>The student demonstrates some knowledge of the elements of fiction and some understanding of relationships among the themes, characters and events, and of the uses of literary/stylistic devices</p>	<p>The student demonstrates considerable knowledge of the elements of fiction and considerable understanding of relationships among the themes, characters and events, and of the uses of literary/stylistic devices</p>	<p>The student demonstrates thorough knowledge of the elements of fiction and thorough understanding of relationships among the themes, characters and events, and of the uses of literary/stylistic devices</p>
Thinking/Inquiry				
<p>The student: - writes a letter of advice and a fantasy text based on the characters and situations - applies inquiry skills to analyse and hypothesize characters and situations and to generate solutions</p>	<p>The student uses critical and creative thinking skills with limited effectiveness and applies few of the inquiry skills</p>	<p>The student uses critical and creative thinking skills with moderate effectiveness and applies some of the inquiry skills</p>	<p>The student uses critical and creative thinking skills with considerable effectiveness and applies most of the inquiry skills</p>	<p>The student uses critical and creative thinking skills with a high degree of effectiveness and applies all or almost all of the inquiry skills</p>

<i>Communication</i>				
<p>The student:</p> <ul style="list-style-type: none"> - communicates ideas creatively in written responses - communicates with a sense of context and point of view - demonstrates command of the letter of advice and of the narrative text 	<p>The student communicates with limited clarity and with a limited sense of context and point of view, demonstrating limited command of form</p>	<p>The student communicates with some clarity and with some sense of context and point of view, demonstrating moderated command of form</p>	<p>The student communicates with considerable clarity and with a clear sense of context and point of view, demonstrating considerable command of form</p>	<p>The student communicates with a high degree of clarity and with confidence and with a strong sense of context and point of view, demonstrating extensive command of form</p>
<i>Application</i>				
<p>The student:</p> <ul style="list-style-type: none"> - uses knowledge of spelling, punctuation and sentence structure - uses knowledge of context cues to interpret a Shakespearean play - uses steps of a writing process to revise and edit his/her creative text - makes connections between a Shakespearean play and possible problems and situations of today 	<p>The student uses language conventions and steps of a writing process with limited accuracy and effectiveness, uses knowledge of context cues with limited competence, and makes connections with limited effectiveness</p>	<p>The student uses language conventions and steps of a writing process with some accuracy and effectiveness, uses knowledge of context cues with some competence, and makes connections with some effectiveness</p>	<p>The student uses language conventions and steps of a writing process with considerable accuracy and effectiveness, uses knowledge of context cues with considerable competence, and makes connections with considerable effectiveness</p>	<p>The student uses language conventions and steps of a writing process accurately and effectively all or almost all of the time, uses knowledge of context cues with a high degree of competence, and makes connections effectively</p>
<p>Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.</p>				

ACTIVITY INFORMATION EAE1D 3.2

The Stuff Dreams are Made of

1. Time

210-240 minutes

2. Description

In this activity, students will develop their knowledge of literary forms and techniques by continuing their study of a Shakespeare comedy or tragi-comedy (e.g., *A Midsummer Night's Dream*, *Twelfth Night*, *As You Like It*, *Much Ado About Nothing*) in a relevant context. The study of the second act focuses on the theme of fantasy as students continue to explore the elements of plot, character and setting. Students will write a narrative text based on a fantasy.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3

Specific Expectations: EAE1D-LR-For.1 - 2 - 4 - 5

EAR1D-LR-Str.1 - 3 - 4 - 5 - 7

EAE1D-LR-Inv.2 - 3 - 5 - 7 - 8 - 9 - 10 - 11-13 - 15

EAE1D-LR-Crit.2 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 6

Specific Expectations: EAE1D-W-For.1 - 5 - 7 - 8 - 9 - 10 - 11 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.4 - 5 - 7 - 10 - 11

EAE1D-W-Res.6

EAE1D-W-Crit.1 - 2 - 3 - 4

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.2 - 3

Specific Expectations: EAE1D-O-ForList.2 - 3

EAE1D-O-ForSpea.1 - 5 - 6

EAE1D-O-Crit.1

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.2 - 4

Specific Expectations: EAE1D-M-Inv.2
EAE1D-M-Crit.1

4. Planning Notes

- S provide examples of fantasy (e.g., fairy tales, fables, medieval tales) along with illustrations as students explore this genre in relation to the play under study
- S find audio cassettes of the play for the reading of the play in class, to visualize the action and to verify comprehension
- S give students time in class for the application of the writing process in the production of their narrative text

5. Prior Knowledge Required

- S apply various reading strategies and knowledge of context clues especially their knowledge of word families, French vocabulary and elements of grammar
- S apply knowledge of literary elements and devices to respond to texts in a variety of ways and to explain their responses with supporting evidence
- S consolidate knowledge of the paragraph structure of transitional words and of descriptive vocabulary
- S apply steps of the writing process to edit their work effectively, focusing on spelling, grammar and punctuation

6. Activity Instructions

Step A: Introduction / Brainstorming

Students: In groups of three or four, explore the meaning of dreams using questions provided by the teacher (e.g., Do dreams reflect reality? Why do people dream? Can dreams predict the future?) .

Students: Share their findings informally in a class discussion.

Students: Write in their journal about the most frightening dream they have ever had.

Students: Listen to at least one song which deals with the topic of dreams, reading the lyrics as the music is played .

Step B: Introduction / Reading / Exploration

Students: Informally discuss the role of the supernatural in their lives (e.g., What fairy tales did you like as a child ? How were the fairies and supernatural creatures represented? How are supernatural creatures represented in movies, video games, and cartoons?)

Students: Read two short stories that present fantasy (e.g., “A Certain Magic” - Doris Orgel, ““ And the Lucky Winner Is””- Monica Hughes, “The Enchanted Apple Tree” - M.C.O.

Morris, “The Rebellion of the Magical Rabbits” - Ariel Dorfman, “Charles” - Shirley Jackson).

Students: In groups of three or four, summarize each story in eight to ten lines and compare the two stories in terms of character, plot, setting, theme and conflict.

Students: Discuss findings, identifying the elements that define fantasy as a genre and relating findings to their study of Shakespeare.

Step C: Reading / Journal Response

Students: Explore the role of fantasy in their daily lives.

Students: Read and discuss an article on the effects of video games and computer technology (e.g., “Virtual Reality” - Brianna Politzer).

Students: Write a brief opinion paragraph in their journal on the pros and cons of virtual reality on a topic provided by the teacher (e.g., Are video games too violent? Should parents limit the amount of time their children spend on the computer or watching television? Can e-mail replace human contact?)

Step D: Reading/Listening / Questions and Answers

Teacher: Before the first scene and subsequent scenes, provides a two or three sentence summary (oral or written) of the scene and then asks a directing question that stimulates students’ curiosity or that helps them look for important details (e.g., What would you do if...? What do you think he/she will do next? Let’s find out what he/she really thinks about him/her.)

Students: Listen to an audio tape of the scene as they follow the text in their book. (Students might enjoy reading scenes from the play out loud.)

Teacher: Asks specific comprehension questions that focus on the events and characters, providing oral explanations when necessary. (Some students may benefit from a written summary of each scene.)

Students: Identify and explain informally the events and/ or passages they consider humorous.

Step E: Reading/ Questions and Answers

Teacher: Asks questions that focus on the interpretation of characters’ feelings and the play’s events in a current context to which students can relate (e.g., students identify the actions or comments that show that a character is jealous or another character is gullible; students explain how the plot of mistaken identities furthers the development of the play; students explain how dreams and magic are used by Shakespeare in the play).

Students: Express views in class discussions, in informal oral responses, in their notes, and in journal responses.

Step F: Reading/ Literary Analysis

Teacher: Highlights three or four key passages in the play so far, asking students to explain what they think these passages mean, and focusing on the thematic message of these references (e.g., “The course of true love never did run smooth.”).

Students: In small groups, informally debate the themes of the play so far (e.g., Do you believe that love is blind? Is jealousy a sign of love? Is honesty always the best policy?).

Step G: Application / Creative writing

Students: Apply various steps of the writing process to write their own fantasy on a topic relating to the play under study.

Students: Using the first person point of view, write a narrative that deals with a secret potion (e.g., - a sleeping potion that causes you to see your future in your dreams;
 - a prescription for a pill that gives you instant knowledge and Einstein's IQ);
 - a cola in the school's soft drink machine that makes you fall in love with the first person you see;
 - a drink from the fountain of youth;
 - a poison that a mad scientist has used to pollute the city's water system;
 - a soap that makes you invisible.)

Step H: Grammar and Usage, Spelling and Punctuation

Students: Use transition words and various sentence-combining devices to refine their sentence structure, applying their knowledge of punctuation.

7. Assessment/Evaluation Techniques:

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	speaking, listening	group work, class discussion	observation	formative
Step B	speaking, reading	class discussion, group work	observation, students' notes,	formative
Step C	reading, writing	individual, class discussion	journal response	formative
Step D	reading, listening	class and group work, homework	observation	formative
Step E	reading, listening, speaking, writing	class and group work, individual	observation, test	formative, summative
Step F	reading, listening	class and group work	observation	formative
Step G	writing, reading	individual	grid	summative
Step H	(see Activity 3.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

EPSTEEN, Norrie, *The Friendly Shakespeare*, New York, Viking Press, 1990.

GEORGE, Jerry, *et al.*, eds. *On Common Ground*, Toronto, Oxford University Press, 1994, 322 p.

IVESON, M. and S.D., ROBINSON, eds., *What's Fair ?/ Anthology/ MultiSource*, Scarborough, Prentice-Hall, 1993, 137 p.

LIVESEY, Robert, *Creating with Shakespeare*, Stoddard, Little Brick Schoolhouse Inc., 1988.

MOORE, Bill, ed., *Starting Points in Reading /Level F*, Ginn & Co., 1987, 384 p.

ROBINSON, S.D., ed., *Accelerate/Destinations*, Scarborough, Prentice - Hall, 1990, 212 p.

ROY, Ken, ed., *HBJ Shakespeare Series*, Toronto, Harcourt Brace Jovanovich, 1987.

Human

S local actor and/or a psychologist

Material

S audio-tape, radio cassette

Technological

World's Greatest Classic Books, Corel CD-ROM, 1995.

The Complete Works of William Shakespeare

<http://www.tech.mit.edu/Shakespeare/works.html>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 3.2.1: Achievement Chart - Solving Problems (See **Appendix EAE1D 3.1.2**)

ACTIVITY INFORMATION EAE1D 3.3

Laugh A Little

1. Time

240 - 300 minutes

2. Description

In this activity, students will develop their knowledge of literary forms and techniques by continuing their study of a Shakespearean comedy or tragi-comedy (e.g., *A Midsummer Night's Dream*, *Twelfth Night*, *As You Like It*, *Much Ado About Nothing*) in a relevant context. The study of the third act focuses on the interpretation and dramatization of humorous passages in the play, as students continue to explore the elements of character, plot and setting. Students will explain how various literary/stylistic devices are used in the play and in other texts to produce humour.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3

Specific Expectations: EAE1D-LR-For.1 - 2 - 4 - 5 - 8

EAE1D-LR-Str.1 - 3 - 4 - 6 - 7 - 8

EAE1D-LR-Inv.8 - 9 - 10 - 13 - 14 - 15

EAE1D-LR-Crit.4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 6

Specific Expectations: EAE1D-W-For.6 - 7 - 12

EAE1D-W-Proc.3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.7 - 9 - 10

EAE1D-W-Crit.3

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 3 - 4 - 6 - 7

EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 5 - 6 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 4

Specific Expectations: EAE1D-M-For.1
EAE1D-M-Inv.2
EAE1D-M-Crit.2

4. Planning Notes

- S provide access to audio-visual equipment and material for props
- S borrow equipment and stage material from the drama classes
- S provide class time for rehearsal and consultation
- S change the set-up of the classroom for the presentations

5. Prior Knowledge Required

- S use appropriate vocabulary and level of language in their simulation, oral responses and written texts
- S use technological resources and audio-visual aid to enhance simulations and presentations
- S demonstrate understanding of increasingly complex elements of literature to respond to drama
- S work in groups to complete projects and prepare oral presentations
- S pronounce correctly and articulate clearly with suitable intonation in an oral presentation

6. Activity Instructions

Step A: Introduction / Brainstorming

Students: In groups of three or four, list the titles of comedies in print or media form with which they are familiar (including comics).

Students: Share their list informally with the rest of the class, discussing their preferences.

Teacher: Leads discussion on impact of oral communication as a tool for humour.

Step B: Introduction / Exploration

Students: Read at least two humorous short stories (e.g., “The Open Window” - Saki, “The Ransom of Red Chief” - O. Henry, “The Hockey Sweater” - Roch Carrier) identifying and explaining passages they consider funny.

Students: Share their findings in small groups, discussing their preferences. A film version of a humorous story can be used to further the comparison.

Teacher: Asks questions which lead students to recognize and explain devices that produce humour.

Step C: Reading / Role-playing, Group Skills

- Students: Will study Act III by producing, viewing and listening to oral presentations of passages from the act, in the order in which they appear in the play.
- Students: (numbers will vary according to the number of roles in the scene; one student might play two shorter roles) are assigned a scene or an equivalent number of verses from Act III to be memorized (as much as possible) and dramatized, live or in video form, with the use of at least one stage prop or special effect (e.g., music, headgear, masks, costumes, stage design).

Step D: Reading /Role-playing / Rehearsal

- Students: In groups, read the summary of the passage they will dramatize and assign roles to one another (a chairperson in the group notes who is doing what).
- Students: Listen to the audio tape of the passage, as they read the text, noting words that are difficult to pronounce or with which they are unfamiliar.
- Students: Use print and electronic resources to define the unfamiliar words in the scene.
- Students: Practise reading and then dramatizing the text, emphasizing pronunciation and intonation.
- Students: Determine what kind of prop(s) or special(s) effect will be integrated into their presentation.

Step E: Reading/ Writing

- Students: In groups, prepare a programme for their presentation, as if their play were being presented in a theatre. Programme includes a cover, a summary of the play and of their scene, as well as the names and roles of the actors; format of the programme should be neat, legible and original. If possible, a copy of the programme should be handed out to each member of the class or audience to ensure comprehension.

Step F: Oral Presentation / Role-Playing

- Students: Introduce their scene by reading their summary of the scene and by identifying the actors and their roles, as presented in their programme.
- Students: Dramatize their scenes or passages, evaluating one another's presentations according to a peer evaluation grid provided by the teacher.

Step G: Reading/ Literary analysis

- Students: Complete various exercises and question sheets, individually, in groups and/or as a class to verify comprehension of the scenes presented.
- Students: Note events and passages which they consider humorous, identifying devices such as puns, hyperboles and dramatic irony.
- Students: (individually or in groups) choose one character and note in chart form:
- what has happened to this character in this act,
 - what the audience knows that the character doesn't know (dramatic irony),
 - what questions they have about this character, by the end of this act,
 - what they think will happen next to this character.

Step H: Grammar and Usage, Spelling and Punctuation

Students: Will apply their knowledge of various spelling patterns.

Students: Will use various print and electronic resources to verify spelling and to use unfamiliar words in their texts.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	speaking	group work, class discussion	observation	formative
Step B	reading, speaking	individual and group work	observation	formative
Step C	following instructions	teacher presentation	grid	summative
Step D	reading, listening, speaking, group skills	group work	observation	formative
Step E	reading, writing	group work	grid, teacher and peer assessment	summative
Step F	reading, speaking	group work	grid, teacher and peer assessment	summative
Step G	reading	individual, group and/or class work	observation	formative
Step H	(see Activity 3.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

EPTEEN, Norrie, *The Friendly Shakespeare*, New York, Viking Press, 1990.

GEORGE, Jerry, *et al.*, eds., *On Common Ground*, Toronto, Oxford University Press, 1994, 322 p.

IVESON, M. and S.D. ROBINSON, eds., *What's Fair ?/ Anthology/ MultiSource*, Scarborough, Prentice-Hall, 1993, 137 p.

LIVESEY, Robert, *Creating with Shakespeare*, Stoddard, Little Brick Schoolhouse Inc., 1988.
MOORE, Bill, ed., *Starting Points in Reading /Level F*, Ginn & Co., 1987, 384 p.
ROBINSON, S.D., ed., *Accelerate/Destinations*, Scarborough, Prentice - Hall, 1990, 212 p.
R OY, Ken, ed., *HBJ Shakespeare Series*, Toronto, Harcourt Brace Jovanovich, 1987.

Human

S parents and/or other students might be invited to attend oral presentations by the students, if time and facilities permit it

Material

S audio-tape, radio cassette player

Technological

World's Greatest Classic Books, Corel CD-ROM, 1995.

The Complete Works of William Shakespeare

<http://www.tech.mit.edu/Shakespeare/works.html>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 3.4

The Gods are Smiling

1. Time

210 - 240 minutes

2. Description

In this activity, students will develop their knowledge of literary forms and techniques by continuing their study of a Shakespeare comedy or tragi-comedy (e.g., *A Midsummer Night's Dream*, *Twelfth Night*, *As You Like It*, *Much Ado About Nothing*) in a relevant context. The study of the fourth act focuses on the exploration of mythological references in the play and in other literary texts as students continue to explore the elements of character, plot and setting. Students will examine myths and legends from various historical periods and cultural backgrounds.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 3 - 4 - 5

Specific Expectations: EAE1D-LR-For.1 - 2 - 3 - 4
EAE1D-LR-Str.1 - 2 - 3 - 4 - 5 - 6 - 8
EAE1D-LR-Inv.2 - 3 - 4 - 6 - 10 - 13 - 15
EAE1D-LR-Crit.5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.3 - 5 - 6 - 7 - 8 - 13 - 14
EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7
EAE1D-W-Gram.5 - 7 - 8
EAE1D-W-Res.1 - 2 - 3 - 5
EAE1D-W-Crit.1 - 2 - 4

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4
EAE1D-O-ForSpea.1 - 3 - 4 - 5 - 6 - 8 - 9

4. Planning Notes

- S gives students access to print and electronic resources to check the meaning of unfamiliar words and produce research report
- S previews and selects myths and legends from various times and places
- S researches definitions of words that refer to mythology

5. Prior Knowledge Required

- S participate in formal and informal oral activities to present ideas and convey information
- S apply various reading strategies to read and interpret texts independently
- S identify the main and supporting ideas in a text
- S listen to oral communication for a variety of purposes demonstrating respect for the work, contributions and opinions of others

6. Activity Instructions

Step A: Introduction / Brainstorming

Students: In groups of three or four, students define words that refer to mythology, explaining the origins of the words (e.g., cyclone, Titanic, Olympic, volcano, atlas, hypnotism, python, psychology, typhoon, odyssey, herculean, narcissism, mercurial).

Teacher: Directs reading and discussion in which students explore the references to mythology in the play (e.g., “Pyramus and Thisbe” in *Midsummer Night’s Dream*, Penelope and her suitors in *Merchant of Venice*) and in additional short prose and/or poetic texts provided by the teacher (e.g., “Echo and Narcissus” as retold by Kerr and Bennett, “I, Icarus” by Alden Nowlan).

Step B: Reading/Listening to the play / Comprehension, Interpretation

Students: Continue their reading and interpretation of the play, in this case Act IV, as they explore various myths and legends.

Teacher: Before the first scene and subsequent scenes, provides a two or three sentence summary (oral or written) of the scene and then asks a directing question that stimulates students’ curiosity or helps them look for important details (e.g., What would you do if...? What do you think he/she will do next? Let’s find out what he/she really thinks about him/her.)

Students: Listen to an audio tape of the scene as they follow the text in their book and/or students continue role-playing, as they read scenes from the play out loud.

Teacher: Asks specific comprehension questions that focus on the events, characters and themes, providing oral explanations when necessary (Some students may benefit from a written summary of each scene).

Step C: Reading/ Questions and Answers

Students: Complete various exercise sheets individually and/or in groups, in class and/or as homework to verify comprehension, to interpret ideas, and to apply knowledge of literature.

Students: Outline the plot of the play in chart form.

Step D: Research / Oral Report

Students: In groups of four, read and summarize research documents provided by teacher, identifying the various Olympian gods and explaining what each represents.

Students: Report findings to each other, using the jigsaw method of collaborative learning.

Step E: Reading / Exploration

Students: Read independently and/or in class various myths and legends of contemporary native literature as presented in various prose and/or poetic texts (e.g., “Gaal Comes Upriver” - poem by Mary Tall Mountain/Koyukon Athabaskan; “The Last Word” - legend by Joseph Bruchac/Abenaki; “Wesakachac and the Geese” - legend by Jackson Beardy/Cree).

Step F: Writing/ Journal Response

Students: Each respond to above texts, explaining which legend they prefer and why.

Step G: Follow-up / Application

Students: Each select a myth from the play or from a list provided by the teacher and research the myth, using various print and electronic resources.

Students: Present their research in a three-paragraph written report and as an oral report of two to three minutes, including transitional devices and a visual aid (e.g., collage, overhead, drawing) for clarity and interest.

Students: Summarize the events of the myth in their own words according to a logical sequence.

Step H: Grammar and Usage, Spelling and Punctuation

Students: Focus on the correct use of punctuation and newly learned vocabulary.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, speaking	group work, brainstorming	observation	formative
Step B	reading, listening, speaking	individual, class and group work	observation	formative
Step C	reading, listening	individual, class and group work	observation and/or test	formative and/or summative
Step D	reading, speaking	group work	observation	formative
Step E	reading	individual work, class discussion	observation	formative
Step F	reading, writing	individual	journal response	formative
Step G	reading, writing, speaking	individual report	grid, peer, self, and teacher assessment	summative
Step H	(see Activity 3.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BANKO, Barlow, and Bonkowski, *Take Action / Resource and Activity Book*, Montreal, ERPI, 1987.

DAVIES, Richard, & Glen KIRKLAND, *Imagining/Connections 1*, Toronto, Gage 1981, 249 p.

GEORGE, Jerry, *et al.*, eds., *On Common Ground*, Toronto, Oxford University Press, 1994, 322 p.

ROMAN, Trish, Fox, ed., *Voices Under One Sky/Contemporary Native Literature*, Scarborough, Nelson, 1994, 224 p.

ROY, Ken, ed., *HBJ Shakespeare Series*, Toronto, Harcourt Brace Jovanovich, 1987.

Human

S story-tellers from the community (from various cultural backgrounds if possible)

Material

S audio-tape, radio-cassette player

Technological

World's Greatest Classic Books, Corel CD-ROM, 1995.

The Complete Works of William Shakespeare

<http://www.tech.mit.edu/Shakespeare/works.html>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 3.5

First and Second Impressions

1. Time

210 - 240 minutes

2. Description

In this activity, students will develop their knowledge of literary forms and techniques by continuing their study of a Shakespeare comedy or tragi-comedy (e.g., *A Midsummer Night's Dream*, *Twelfth Night*, *As You Like It*, *Much Ado About Nothing*) in a relevant context. The exploration of the fifth act focuses on the examination of the theme of appearance versus reality in the play under study and in other more contemporary works of drama. Students will produce their own works of humour in a narrative, a collage and a cartoon.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectation: EAE1D-LR-OE.1 - 2 - 3

Specific Expectations: EAE1D-LR-For.1 - 2 - 3 - 4 - 6

EAE1D-LR-Str.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.2 - 6 - 7 - 8 - 9 - 10 - 13 - 15

EAE1D-LR-Crit.5

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 5 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.5 - 7 - 10 - 11

EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

EAE1D-W-Res.8 - 10

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3

Specific Expectations: EAE1D-O-ForList.1 - 2 - 3 - 4 - 7

EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 5 - 6 - 8 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 3

Specific Expectations: EAE1D-M-For.1 - 2

4. Planning Notes

- S collect example of cartoons from magazines, comics and newspapers
- S preview and select plays that are appropriate for the classroom
- S provide students with access to electronic resources and to print resources such as recycled magazines, newspapers and comics

5. Prior Knowledge Required

- S use a variety of resources and techniques to enhance print material
- S have acquired knowledge of literary forms and techniques
- S have knowledge of the paragraph structure, of transitional words, and of modifiers
- S have acquired vocabulary building skills in grade 8 to facilitate the use of context clues as they read and listen to the text, especially their knowledge of word families, French vocabulary and elements of grammar
- S apply steps of the writing process
- S demonstrate knowledge of appropriate levels of language in written and oral responses

6. Activity Instructions

Step A: Reading/Listening / Questions and Answers

Students: Continue their reading and interpretation of the play, in this case Act V, as they explore the theme of appearance versus reality.

Teacher: Before the first scene and subsequent scenes, provides a two or three sentence summary (oral or written) of the scene and then asks a directing question that stimulates students' curiosity or helps them look for important details (e.g., What would you do if...? What do you think he/she will do next? Let's find out what he/she really thinks about him/her.)

Students: Listen to an audio tape of the scene as they follow the text in their book and/or students continue role-playing, as they read scenes from the play out loud.

Teacher: Asks specific comprehension questions that focus on the events, characters and themes, providing oral explanations when necessary.

Step B: Reading/ Questions and Answers

Students: Complete various exercise sheets individually and/or in groups, in class and/or as homework to verify comprehension, to interpret ideas, and to apply knowledge of literature. The directing question for the final act might be: what lessons have the

characters learned by the end of the play (about marriage, about love, about honesty, about friendship, about communication, about money)?

Students: Outline the rest of the play in chart form.

Step C: Reading/ Exploration of Theme

Students: In groups of three or four, identify and explain at least three events and three quotations from the Shakespeare play that relate to the theme of appearance versus reality.

Teacher: Introduces the specific topic of the play they will be reading (e.g., *Sherwood Forest Revisited* by V.R. Cheatham, *What Cool Is* by C. Shulgan, *The Monkey's Paw* by Louis N. Parker, *Heat Lightning* by R. F. Carroll). The story line of the play might be mystery, comedy or human interest.

Step D: Reading / Role-Playing / Questions and Answers

Teacher: Assigns roles to various students.

Teacher: After reading each scene or two, asks students orally:

- comprehension questions to verify their understanding of the play's events ;
- questions to clarify the meaning of unfamiliar words, if necessary, with an emphasis on context clues;
- interpretation questions that focus on the literary elements, the theme of appearance versus reality and related sub-themes (e.g., honesty, prejudice) ;
- prediction questions that motivate students to read on and encourage them to think about possible outcomes.

Teacher: Leads discussion on the impact of words and the causes of miscommunication and misrepresentation.

Students: Brainstorm in groups on words with double meanings.

Step E: Reading, Viewing,/ Brainstorming

Teacher: Presents a variety of cartoons, comics and illustrations that deal directly or indirectly with the theme of appearance and reality.

Students: In groups of three or four, analyse at least two cartoon strips (brought from home or selected by teacher) by determining the audience, explaining the verbal and non-verbal messages, and identifying devices such as colour, spacing and chronology.

Step F: Application / Written and Graphic Productions

Students: With a partner, produce

- S a humorous narrative based on a personal experience (e.g., an embarrassing moment, a trick, a surprise, a case of mistaken identity);
- S a collage of three to five cartoons that deal with one of Shakespeare's themes, including a brief explanation of the message of each cartoon;
- S a comic strip of at least five frames that deals with a theme of the students' choice.

Step G: Presentation / Teacher-Peer Evaluation

Students: Post their collage and comic strip in the classroom.

Students: In groups of three or four, use grids provided by the teacher and take turns viewing and evaluating the graphic productions.

Step H: Grammar and Usage, Spelling and Punctuation

Students: Adapt punctuation and capitalization to the writing of dialogue and scripts.

Students: Demonstrate their awareness of diction and of appropriate levels of language in their production and their exploration of humour in an academic context.

Students: Apply various strategies to edit and proofread their texts.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, listening, speaking	individual, class and/or group work	observation	formative
Step B	reading, writing, listening	individual, class and/or group work	observation and/or test	formative and/or summative
Step C	reading, listening, speaking	group and class work	observation	formative
Step D	reading, listening, speaking	class work	observation	formative
Step E	reading, viewing, speaking, listening	class and group work	observation	formative
Step F	writing, media literacy, reading	in pairs	grid, teacher and peer assessment, observation	summative
Step G	group skills, peer evaluation	group work	observation	formative
Step H	(see Activity 3.77)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

CARROLL, Robert F., "Heat Lightning", *Seven Plays of Mystery and Suspense*, ed. by Brodtkin and Pearson, New York, Globe Book Co., 1982, p. 1-13.

GEORGE, Jerry, *et al.*, eds., *On Common Ground*, Toronto, Oxford University Press, 199, 322 p.

PARKER, Louis N., *The Monkey's Paw*, adapted from the short story by W.W. Jacobs, in *Seven Plays of Mystery and Suspense*, ed. by Brodtkin and Pearson, New York, Globe Book, 1982.

ROY, Ken, ed., *HBJ Shakespeare Series*, Toronto, Harcourt Brace Jovanovich, 1987.

Human

S local actor

Material

S comic strips

S audio-tape, radio-cassette player

Technological

The Complete Works of William Shakespeare

<http://www.tech.mit.edu/Shakespeare/works.html>

The Globe and Mail

<http://www.GlobeAndMail.ca/>

Media Awareness Network

<http://www.media-awareness.ca/>

The Montreal Gazette

<http://www.montrealgazette.com/>

The Ottawa Citizen

<http://www.ottawacitizen.com>

SchoolNet

<http://www.schoolnet.ca/>

The Toronto Star

<http://www.thestar.com>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 3.6

Shakespeare's Life and Times

1. Time

210 - 240 minutes

2. Description

In this activity, students will present an oral and written research report on the life and times of William Shakespeare, incorporating an audio-visual element into their presentation for clarity and effect. Students will develop their group skills as they apply the steps of the writing and research processes.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 4

Specific Expectations: EAE1D-LR-Str.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8
EAE1D-LR-Inv.2 - 3 - 13 - 14

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 3 - 4 - 5 - 6 - 8 - 12 - 13 - 14
EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6
EAE1D-W-Gram.3 - 4 - 7 - 9
EAE1D-W-Res.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
EAE1D-W-Crit.1 - 4

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-List.1 - 5 - 6 - 7
EAE1D-O-Spea.3 - 4 - 5 - 6 - 8 - 9
EAE1D-O-Grsk.1 - 2 - 3
EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1

Specific Expectations: EAE1D-M-Inv.2

4. Planning Notes

- S provide a video on an aspect of Shakespeare's life and times
- S reserve audio-visual equipment
- S seek the help of a computer teacher and the school librarian in planning this activity
- S encourage the use of the Internet
- S provide class time and resources for research, for the preparation of the oral presentation by the students, and for editing and proofreading of the written report. (It is suggested that the oral presentations be at least 10 minutes in length.)
- S evaluate availability and suitability of print and electronic resources, keeping a file of useful documents and annotating relevant sources

5. Prior Knowledge Required

- S apply various reading strategies to accomplish an academic task
- S know how to locate, select and record information in print and electronic resources
- S consolidate research and note-taking skills acquired in grade 8
- S have some experience using the Internet for research purposes and be familiar with the research methodology adopted by the teacher (or even by the school)
- S grasp main ideas and important details in presentations
- S communicate ideas and information for a variety of purposes and audiences

6. Activity Instructions

Step A: Introduction/Opinion Text

Students: Write an opinion text in response to the following prompt: Write a letter to the teacher and/or the principal explaining why Shakespeare should or should not be part of the grade 9 high school curriculum. (Use of formal diction and tone should be emphasized by the teacher.)

Step B: Introduction/Viewing

Students: View a brief educational video on one or more aspects of Shakespeare's times (video may present an overview of Elizabethan England without focusing specifically on Shakespeare).

Teacher: Starts discussion with an historical fact with which students are usually familiar - Henry VIII and his wives.

Students: Discuss ways in which Shakespeare's times were different from ours, as depicted in movie (e.g., no electricity, no cars, exploration of North America).

Teacher: Emphasizes Shakespeare's fame and the impact of his works, explaining that many other famous people lived during Shakespeare's time, a time called the Renaissance.

Step C: Brainstorming / Journal Response

Students: List and explain three ways they imagine the world will change in the next hundred years.

Teacher: Suggests the following questions as prompts:

- S will people still travel in (gas-fuelled) cars ?
- S will computers replace teachers ?
- S will there be a cure for cancer ? for AIDS ?
- S will the moon be the new destination for holidays ?
- S will pollution (or global warming) get better or worse ?

Student: Read and explain their responses.

Step D: Research/Following Instructions

Teacher: Assigns research project and explains requirements of research assignment.

Students: In groups of three, will conduct their own research on a specific aspect of the life and times of Shakespeare with reference to encyclopedias, videos, CD-ROM references or the Internet. Findings will be presented in writing as multi-paragraph report (at least one page per group member + an introduction and a conclusion) and as a ten minute oral presentation (at least 3.5 minutes per member) enhanced by the use of an audio-visual aid. Some possible research topics are:

- S the theatre in Shakespeare's day
- S the clothing worn by men and women in Shakespeare's day
- S three famous explorers of Shakespeare's day
- S three famous inventors of Shakespeare's day
- S Shakespeare's life
- S the musical instruments available to Shakespeare for his productions
- S a family tree of the English monarchy from Henry VIII to James I
- S the reasons for Queen Elizabeth I's fame

Step E: Research/Locating Information

Students: Are responsible for locating and reading three to five research documents per student in print or electronic form.

Students: Note information and references in a reading log, according to a specific research methodology.

Students: Highlight information individually and share findings with group members. Group members ask questions and confirm relevancy of selected information.

Students: Explain and define unfamiliar words found in references.

Students: Share information that might be used as a visual and or audio component for the presentation (e.g., pictures of clothing, a chart of the Globe theatre, dressing up as the famous explorers, a photo album of Shakespeare's life, computer-produced overheads, a three-dimensional representation of the Tower of London, an audio tape of typical Elizabethan music).

Step F: Research/Sequencing Information

Students: Read two or three short articles about an event from Shakespeare's times (e.g., Gunpowder Plot, the Spanish Armada, Martin Luther).

Student: As a class and then in groups, outline the information presented in the articles, noting the various headings and divisions.

Students: Examine sample index pages.

Students: Review the data collected for their research, grouping similar ideas and sequencing them logically.

Students: Conference with teacher to verify order.

Step G: Research/Drafting, Editing, Revising of Report

Students: Each draft one section of the report's body, exchanging copies to verify ideas and conventions of language.

Students: Draft introduction, conclusion, index page and bibliography jointly, using electronic resources to produce a finished product.

Step H: Oral Presentation of Report/Preparation

Students: Should be encouraged not to read their whole report, in order to maintain audience's interest.

Students: Present their audio-visual component, explaining how it relates to their research.

Students: Assess their own and others' presentations.

Step I: Oral Presentation/Listening

Students: Are asked specific objective questions about Shakespeare's life.

Students: Are asked a few general questions about Shakespeare's times.

Step J: Grammar and Usage, Spelling and Punctuation

Students: Demonstrate understanding of newly learned words by integrating them into their report. Demonstrate proofreading skills in the application of the writing process, with emphasis on the avoidance of sentence errors and the correct use of punctuation.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	writing	individual	grid	formative or summative
Step B	viewing, listening	class brainstorming	observation	formative
Step C	writing	journal response	observation	formative
Step D	reading, listening, following instructions	teacher presentation	grid	formative
Step E	reading, group skills, research	individual and group work	grid	summative
Step F	writing, research	group work	observation	formative
Step G	writing, research, group skills	group work	grid	summative
Step H	speaking, oral presentation	individual and group work	grid, peer, self and teacher assessment	summative
Step I	(see Activity 3.7)			

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

- ANDREWS, John, F., ed., *William Shakespeare / His World, His Work, His Influence* (3 volumes), New York, Scribners, 1985.
- BOYCE, Charles, *Encyclopedia of Shakespeare A to Z*, New York, Roundtable Press, 1990.
- EPSTEEN, Norrie, *The Friendly Shakespeare*, New York, Viking Press, 1990.
- JUDGE, Harry, ed., *Oxford Illustrated Encyclopedia / World History from Earliest Times to 1800* (Vol.3), New York, Oxford University Press, 1988.
- LIVESEY, Robert, *Creating with Shakespeare*, Stoddard, Little Brick Schoolhouse Inc., 1988.
- ROY, Ken, ed., *HBJ Shakespeare Series*, Toronto, Harcourt Brace Jovanovich, 1987.
- TOOR, David, *A Life of Shakespeare*, New York, Kenilworth Press, 1980.
- TOOR, David, *Shakespeare's Globe: An Introduction*, New York, Kenilworth Press, 1983.

Material

S video, VCR, examples of index pages

Technological

World's Greatest Classic Books, Corel CD-ROM, 1995.

The 1996 *Canadian Encyclopedia Plus / The Complete Multimedia Reference Work on CD-ROM*, Toronto, McClelland & Stewart, 1995.

The Complete Works of William Shakespeare

<http://www.tech.mit.edu/Shakespeare/works.html>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 3.7

Grammar and Usage, Spelling and Punctuation

1. Time

180 - 200 minutes

2. Description

In this activity, students will develop their knowledge of the conventions of language with a focus on the correct use of punctuation and capitalization, correct spelling and correct sentence structure. Students are given frequent opportunities to demonstrate their knowledge in various activities and in the application of the steps of writing as a process.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2

Specific Expectations: EAE1D-LR-For.1 - 5 - 7 - 8
EAE1D-LR-Str.1 - 5 - 7

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.11 - 12 - 13 - 14
EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7
EAE1D-W-Gram.5 - 7 - 8 - 10 - 11
EAE1D-W-Crit.5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.2 - 3

Specific Expectations: EAE1D-O-ForSpea.3 - 5 - 8
EAE1D-O-GrSk.1 - 2 - 3

4. Planning Notes

- S assign various roles and rotate groups for the revision of written texts
- S plan class time for the revision phases of the writing process
- S make print and electronic resources accessible to students

5. Prior Knowledge Required

- S apply knowledge of language conventions acquired in grade 8 to further their ability to express ideas and information clearly and correctly
- S have demonstrated the ability to write complex sentences, use transitional words, and write compound sentences and a variety of other sentence structures, types and lengths for various purposes
- S use various strategies and resources to spell correctly and understand unfamiliar words in context
- S be familiar with the main steps of the writing process

6. Activity Instructions

Step A: Activity 3.1

- Students: In groups of three or four, read an article or text on Shakespeare or an anecdote about a historic figure from his times, identifying the various types of sentences.
- Students: Integrate various types of sentences prescribed by the teacher into their journal responses, using correct punctuation: one compound, one complex, one compound - complex, one exclamatory, one imperative, one interrogative.

Step B: Activity 3.1

- Students: In pairs, use print and electronic resources to find the derivations of words (e.g., sandwich, kindergarten, automobile, magnate) and their country of origin.
- Students: Read various texts, listing words of French origin and noting similarities and differences in spelling (e.g., government, development, dinner).
- Students: List three to five words which they think will disappear from the English vocabulary in the next hundred years, giving reasons for their choices.

Step C: Activity 3.1

- Teacher: Selects and removes punctuation from advice columns in magazines and/or newspapers (on topics that relate to the play under study and to teenagers' lives).
- Teacher: Reads out loud one or two texts to the class as students read and attempt to punctuate the text.
- Students: Finish punctuating texts in groups of three or four, comparing and explaining answers.
- Teacher: Directs discussion.
- Students: Give their own views about the opinions expressed in the advice columns, explaining why they agree or disagree. (This discussion can also be considered a brainstorming for the writing activity on Act I).
- Students: Exchange drafts of their own letter of advice, focusing on spelling, punctuation and sentence structure as they edit the texts.

Step D: Activity 3.2

Students: In pairs, exchange their journal responses on video games and computer technology.

Students: Compare ideas, explaining why they agree or disagree with each other.

Students: Select two sentences from each other's texts and rewrite them for emphasis or persuasiveness by revising word choice, modifying sentence structure, eliminating wordiness and/or varying sentence types.

Step E: Activity 3.2

Students: Revise the sentence structure in their own and others' narrative texts, focusing on the use of conjunctions and transitions to indicate progression in time according to the steps of writing as a process.

Students: In groups of three or four, practice correcting sentence errors and combining sentences in texts and exercises provided by the teacher, comparing answers with other groups and determining which answers are best.

Step F: Activity 3.3

Students: Examine various programmes as models for their own, noting format, as well as variations in punctuation, capitalization and spelling.

Students: Use various print and electronic resources to enhance format, integrate newly learned words into text, and check spelling.

Step G: Activity 3.4

Students: Silently read a myth provided by the teacher highlighting important information and ideas.

Students: In a teacher-led discussion, explain which passages they highlighted and why.

Students: Note the order in which the events and information are presented, giving each section a heading.

Students: Note the use of transition words as well.

Step H: Activity 3.4

Students: Maintain a vocabulary log of unfamiliar words as they complete their research, using print and electronic resources to check meaning.

Students: Edit each other's texts for spelling, grammar and punctuation.

Step I: Activity 3.5

Students: Examine various forms of dialogue in drama, cartoons and comic strips, determining intended audience and noting variations in punctuation, capitalization and spelling.

Students: In groups of three or four, list examples of the various levels of language from the texts under study (e.g., slang, formal, colloquial, archaic, specialized, informal).

Students: Re-write excerpts from dialogue under study, changing formal diction to informal diction and vice-versa.

Step J: Activity 3.5

Students: Integrate dialogue into their humorous narrative text, demonstrating awareness of appropriate levels of language.

Students: Integrate at least three literary/stylistic devices into their narrative to create humour (e.g., hyperbole, pun, alliteration), identifying each clearly.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, writing	group, individual	observation, journal response	formative
Step B	reading	group	observation	formative
Step C	listening, reading, speaking, writing	class, group	observation, peer evaluation	formative
Step D	speaking, writing	group work	journal response, peer evaluation	formative
Step E	writing	group individual	observation, test, grid	formative, summative
Step F	reading, writing	group work	grid	summative
Step G	reading	class, individual	observation	formative
Step H	reading, writing	individual, group	grid	summative
Step I	reading, writing	individual, group	observation	formative
Step J	writing	group	grid	summative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BUCKLEY, Joanne, *Put it in Writing*, Scarborough, Prentice-Hall, 1995, 297 p.

LITTELL, J., et al., *Building English Skills / Practice Book*, (Orange Level - Canadian Edition), Toronto, Irwin, 1983, 170 p.

ROBINSON, S.D., *et al.*, eds., *Bridges 4*, Scarborough, Prentice-Hall, 1987, 331 p.
ROBINSON, S.D., *et al.*, eds., *Fast Forward/Destinations*, Scarborough, Prentice-Hall, 1990,
366 p.

Technological

Dictionaries

<http://anseeernet.rcls.org/deskref/drdict.htm#DRDICT>

Merriam-Webster Online Dictionary

<http://www.m-w.com/metdict.htm>

Online English Grammar

<http://www.edunet.com/english/grammar/index.fm>

Writing Tips

<http://www.niva.com/writbak>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

UNIT 4 (EAEID)

Poetry - *Who Am I?*

Unit Description

In the Poetry unit, students will interpret current and traditional forms of poetry and further their understanding of common literary devices. They will demonstrate their learning through various reading, writing, speaking and listening activities with attention to the writing process. Students will apply their knowledge and skills in a relevant context as they interpret and produce poems that deal with the theme of self-discovery. The study of the conventions of language and the development of media literacy are integrated into their exploration of poetry.

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-For.1 - 3 - 4

Specific Expectations: EAE1D-LR-Str.2 - 4 - 6
EAE1D-LR-Inv.5 - 14 - 15
EAE1D-LR-Crit.2 - 3 - 5
EAE1D-LR-For.2 - 4 - 6

Strand: Writing

Overall Expectations: EAE1D-W-OE.2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 10 - 11 - 12 - 13
EAE1D-W-Proc.1 - 6 - 7
EAE1D-W-Gram.1 - 2 - 6 - 7 - 8 - 10 - 11
EAE1D-W-Crit.1 - 4 - 5
EAE1D-W-Res.1 - 2 - 8

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 6 - 8
EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 6
EAE1D-O-GrSk.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2
EAE1D-M-Inv.2
EAE1D-M-Crit.1

Activity Titles

Activity 4.1: Discovering Me!	(180-200 minutes)
Activity 4.2: Discovering You!	(180-200 minutes)
Activity 4.3: The New Me!	(180-200 minutes)
Activity 4.4: The Friend In Me!	(180-200 minutes)
Activity 4.5: Where Am I Going?	(180-200 minutes)
Activity 4.6: Poetry Anthology	(180-200 minutes)
Activity 4.7: Grammar and Usage, Spelling and Punctuation	(120-200 minutes)

Prior Knowledge Required

- S have studied poetry in its print and media forms in grades 7 and 8
- S be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année*, 1998
- S be familiar with various reading strategies, literary/stylistic devices, research techniques and steps of the writing process.
- S demonstrate understanding of literary elements in written and oral responses to texts
- S read silently and out loud for personal and academic purposes and make connections with personal experiences.

Unit Planning Notes

The teacher will:

- S focus on the theme of self-discovery and relationship
- S make a practice of keeping a collection of poems, cartoons, articles and stories that are relevant and that can be integrated into this unit
- S collect any audio and visual material that can enhance the understanding and appreciation of poetry
- S integrate grammar and usage, spelling and punctuation into each activity. Strategies for the teaching and learning of language conventions have been regrouped in a separate activity at the end of the unit and therefore do not count in the timeline of each activity
- S give students access to different kinds of print and electronic resources whether in the classroom, at the library or in the community
- S evaluate availability and suitability of resources and make a practice of keeping a file of useful documents and of annotating relevant sources
- S reserve audio-visual equipment
- S reserve, preview and select videos and movies for the appreciation of poetry under study
- S need to be aware of copyright regulations regarding the use of print, video and music in the classroom. Showing short video excerpts is permitted; however, showing substantial portions of a single video requires written permission or payment of a fee. Teachers are often allowed to tape and use media productions by Cable in the Classroom, TV Ontario and the CBC

- S adjust timelines and strategies to accommodate students with special needs and to integrate remedial and enrichment activities.

Crosscurricular Links

Français:

- S compare cultures and their attitudes towards work and careers
- S review literary terms (metaphor, simile, etc.)
- S influence of French and everyday events on development of English language
- S knowledge of French will help in acquisition of vocabulary and development of diction

Other disciplines:

- S research in conjunction with history classes as references are made to Greek mythology, historical events, etc.
- S research into native studies
- S review technological changes over the past century.
- S search with help of librarian
- S research Chaucer: his times (history)
- S use of physical education in developing unit on “Sports”.

Technology:

- S use visual reproductions in their presentations
- S compare the changing face of technology and how “change” is always difficult
- S use technical equipment in the presentation of a dramatized reading
- S explore the influence of technology on choice of future careers
- S display poems through graphic design, photography, etc.
- S use graphic programs from computers to develop shape and concrete poems

Careers:

- S develop speaking skills as they deliver oral readings of poems
- S develop an appreciation for people who perform manual labour
- S explore the ramifications of progress: is technological change desirable?
- S develop sensitivity for seeking and using the appropriate word (developing diction)
- S compile lists of possible future careers
- S discover a diversity of writing styles, which helps to develop an understanding of others (individuals)
- S compare jobs from past and present to those of the future

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- brainstorming
- choral reading
- reading aloud
- conferencing
- discussion
- guided reading
- independent reading
- journal writing
- think/pair/share
- research

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

diagnostic: observation, conference, questions and answers, interview

formative: response journal, questions and answers, homework, self-assessment, checklist, interview, conference, writing folder, independent reading

summative: performance task, portfolio, quiz, test, examination, rubric, self-assessment, peer assessment, classroom presentation

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- S encourage students to develop a book of their own poetry. They design the cover and illustrate it if they wish
- S write a letter to an imaginary child of the future
- S describe manual labour jobs they have performed
- S write a humorous retort to: “Waiter! There’s a fly in my soup!”
- S identify all activities they wish to do but are deemed too young
- S prepare a collage of jobs and occupations and identify careers
- S develop a collage or poster on theme of friendship
- S develop montages/collages that illustrate metaphors and symbols
- S artists (enrichment) draw sketches to illustrate devices
- S weaker writers develop graphics for covers to poetry journals and anthologies
- S prepare a montage of their poems and develop a shape poem using desktop publishing software

Students requiring remedial and/or enrichment activities:

- S explore theme of friendship towards the environment and how Nature serves as our friend.
- S draw from other artistic fields to compare poems to movies, music, ballet, etc.
- S gifted poets assemble anthology of poems and may illustrate poems with sketches or watercolours, etc.

B. Assessment/Evaluation Techniques

Students with special needs:

- S evaluate students more for participation than poetic skills
- S students develop a montage of own cartoons or they draw a caricature/cartoon of themselves
- S allow students an opportunity to describe selves in a non-print medium
- S respond to issues and address the issue that often they are too young to make decisions for themselves
- S collaborate with partners in developing a collage
- S present abstract ideas in concrete pictures or sketches
- S illustrate similes and metaphors by developing poster of these. A collage may be used to define and to illustrate these literary devices
- S respond to the poems in this activity by writing in their personal journals; they write and illustrate their poems with sketches
- S employ self and peer evaluation throughout these activities

Students requiring remedial and/or enrichment activities:

- S collect a series of cartoons. These should be related to the theme of the activity: “Discovering Me!” The students would then construct a montage to display their collection of cartoons that represent them
- S maintain a personal journal. They respond in writing to each of the activities outlined above
- S illustrate their own poems or draw their own cartoons in response to the assignments
- S become members of the publishing team: they design the cover of a class journal, they become typists, they are editors or proofreaders, or they add illustrations of their own to illustrate the publications
- S analyze the worth or the value of labour (work)
- S explain jobs they currently hold and describe what they have learned
- S write a paragraph on the possible reasons that the poet might offer for saying “telling lies to the young is wrong”. (“Lies”, Yevtushenko) Or, write a letter to their “imaginary” child about the world’s problems, and their (students’) concerns. Their purpose is to help their children understand life a little better. The letter is to be opened by their children when the latter reach their 18th birthdays.
- S write a job description (after reading “Dance of the Waitresses”): as chef, hostess, waiter/waitress, busboy
- S write an original humorous retort to: “Waiter! There’s a fly in my soup!”
- S compare or describe changes from past to present (in the community, or citing new legislation)
- S explore special friendships in an abstract way
- S prepare a visual presentation of a poem around the theme of friendship. This presentation may be a collage or a poster with a poem about friendship included
- S on the theme of sports, work on any number of activities. (Reference: The textbook *In Your Own Words I*, Green & Mills, Holt, Rinehart, Winston, 1981, pp. 251-53 has several excellent suggestions.)
- S prepare a bulletin board entitled “Great Figures in Sport”, in which they produce photos, mini biographies, etc.

- S present an unfamiliar sport to the class, outlining the playing of the game, some rules, where it is played, etc.
- S present an All-Star team for their favourite sport, producing a new team name, a new logo, etc.
- S write a sports column or prepare a comic strip or a cartoon on their school team(s), etc.
- S identify today's contemporary artists/poets
- S prepare their poems or posters on bristol board. Students may wish to design their shape poem with the help of a computer program.

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

- BALDICK, Chris, *The Concise Oxford Dictionary of Literary Terms*, Toronto, Oxford, 1986, 246 p.
- BARRY, James, *Departure/Reflections in Poetry*, Toronto, Nelson, 1991.
- BARRY, James, *Themes on the Journey: Reflections in Poetry*, Toronto, Nelson, 1989.
- CAMERON, Bob, et al., eds, *Poetry in Focus*, Toronto, Globe, 1983, 158 p.
- DILTZ, B.C. and R.J. McMASTER, *New Horizons*, McClelland & Stewart, Toronto, 1965.
- The English Journal*, Urbana, Illinois, N.C.T.E., publication.
- GREEN, Joan & Ian MILLS, *In Your Own Words 1*, Toronto, Holt, Rinehart and Winston, 1981, 329 p.
- Handbook to Northern Lights 22*, Sudbury, Northern Ontario Council of Teachers of English, 1992.
- MACNEIL, James, *Sunburst/An Anthology of Poetry*, Toronto, Nelson, 1982, 192 p.
- PERRINE, Laurence, *Sound and Sense/An Introduction to Poetry*, New York, Harcourt Brace Jovanovich Inc., 1973.
- POWELL, Brian S., *Making Poetry*, Toronto, Collier Macmillan Ltd, 1973.
- ROBINSON, Elchuk, *Accelerate/Destinations*, Toronto, Prentice-Hall, 1990, 212 p.

Human

- S local writer
- S local storytellers from varied cultural backgrounds

Material

- S VCR, television, radio cassette player, computer, television sets and VCR, posters, bristol boards, pens, markers, cassette player, photocopy machine

Technological

National Film Board of Canada: several Canadian poets are featured

Glossary of Poetic Terms:

<http://shoga.com/~rgs/glossary.html>

Elements of Style:

<http://www.cc.columbia.edu.acis/bartleby/st>

On Line English Grammar

<http://www.edunet.som/english/grammar/index.cfm>

Writing Tips

<http://niva.com/writblok/>

SchoolNet

<http://www.schoolnet.ca/>

Media Awareness Network

<http://www.media-awareness.ca/>

Books of Poetry Bookshop

<http://www.swifty.com/lc/>

League of Canadian Poets

<http://www.swifty.com/lc/>

The Complete Works of William Shakespeare

<http://www.tech.mit.edu/Shakespeare/works.html>

ACTIVITY INFORMATION EAE1D 4.1

Discovering Me!

1. Time

180 - 200 minutes

2. Description

In this activity, students will write a number of poems, exploring “who they are”. The use of cartoons is suggested as a method of motivating students to write poems about themselves. In this activity, students will also read a number of poems that deal with the theme of self-discovery as they explore various literary/stylistic devices in poems selected for their relevancy.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 3 - 4

Specific Expectations: EAE1D-LR-Str.2 - 4 - 6
EAE1D-LR-Inv.5 - 14 - 15
EAE1D-Lr-Crit.2 - 3 - 4 - 5
EAE1D-LR-For.4 - 6

Strand: Writing

Overall Expectations: EAE1D-W-OE.2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 10 - 11 - 12 - 13
EAE1D-W-Proc.1 - 6 - 7
EAE1D-W-Gram.1 - 6 - 7 - 8 - 10 - 11
EAE1D-W-Res.1 - 2 - 8
EAE1D-W-Crit.4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 6 - 8
EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 6
EAE1D-O-GrSk.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.3

Specific Expectations: EAE1D-M-For.2
EAE1D-M-Crit.1

4. Planning Notes

- S reserve VCR and cassettes for audio-visual presentations
- S collect poems, cartoons, articles (especially if they are humorous)
- S reproduce as many student submissions as possible and display them
- S reproduce poems from “Resources”

5. Prior Knowledge Required

- S have studied a variety of written materials, in print and/or electronic form, including various poems (especially free verse) in grade 8, and should be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année, 1998*
- S understand the literary and grammatical terms used
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have previously acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction

6. Activity Instructions

Step A: Brainstorming/Speaking/Listening

Students: Are presented with one or more cartoon(s). They will discuss the humour of content. They will exchange ideas, stories about similar personal experiences. (Cartoon of Gary Larson’s “The Awkward Ages”, see English Journal, vol.83, #8, December, 1994, p. 72-76, may be used as a point of departure.) or students read and listen to The Barenaked Ladies song “Grade 9”.

Step B: Brainstorming/Thinking

Students: Generate ideas (individually) on the trials and tribulations of a grade 9 student.
Students: Present these ideas through a series of images.
Students: May write about the cartoon or illustration.

Step C: Writing Process/Reading

Students: Will apply the process of writing including: writing a draft, revising and rewriting. Students will write a poem about themselves and their awkward ages or stages (e.g. a sudden growth spurt, asking someone for a first date, etc.).

Group Work/ Writing Process

Students: Will observe the courtesies of group discussion as they exchange ideas and opinions about their classmates’ poems. They will edit and proofread each other’s poems.

Speaking/Listening

Students: Will share one another's poems as they deliver an oral reading of their polished poems to the class.

Teacher: May also read some of the poems to the class. Students will listen attentively and be prepared to express their opinions and to deliver constructive criticism to their classmates.

Step D: Reading/Publishing

Students: Will revise their poems one more time before they submit these to the teacher.

Teacher: Along with a panel of students, will select some of the poems for publication. (It is preferable that all poems be displayed, perhaps on a bulletin board in the classroom or in the hallway. Some of the poems could be included in a class journal or publication that will be reproduced for presentation to the class, to other students, to parents (at parent-teacher night), to the public for promotion of the school, etc. If students have access to computers and printers, a class journal is feasible. Every student must be included in the journal.)

Step E: Thinking/Writing

Repeat the above (Step C) process with additional assignments in writing poems on one or two of the following themes:

- S "Pilgrimage" - Students compose a poem about a "pilgrimage" to a special place. The journey described need not necessarily be to a shrine or other holy place, but to a place that is very special and dear to the poet. (Use Gothic font in printing poem).
- S "Cow Poetry" - Students identify their favourite animal in the entire world. They write a poem from the point of view of that animal.
- S "My Odyssey" - Students are asked to write about their personal "Odyssey"; they are to describe three events from their lives.

Students: Each time, apply the writing process.

Teachers: Publish as many poems as is feasible.

Students: All should eventually be included in publications. At the very least, all poems should be displayed on a bulletin board.

Students: Should be encouraged to participate in poetry competitions.

Step F: Listening/Reading/Thinking/Speaking

Teacher: Reads "Revelation" by Robert Frost as a great point of departure.

Teacher: Instructs the students that they will be making revelations about themselves whenever they write. With "Thumbprint" by Merriam and "Conversation with Myself" by Merriam, asks students to draft a list of questions they can answer about themselves.

Students: Formulate a chart for this purpose and they generate a number of questions.

Step G: Reading/Thinking

Students: Read or listen to the story of "Daedalus and Icarus" from Greek mythology.

Students: In small groups, explain how knowledge of a story enriches their understanding of the poem, "I, Icarus", as flight is used as a metaphor for freedom.

Students: Generate other metaphors for freedom. They could list these in point form in a poetry journal.

Step H: Reading/Thinking/Speaking

Students: Read “Prayer Before Birth”, by Louis MacNeice. In small groups, they discuss the rights of the unborn. After further discussion with the entire class, students, working in small groups, write a declaration of rights in which they explain what they have a right to expect as they are growing up/going through high school.

Step I: Reading/Thinking/Comparing

Students: Compare “Only Child” by Edwin Brock to “I, Icarus” by Nowlan.

Students: Explore further meanings for levitation and flight.

Step J: Reading

Students: Are encouraged to read other myths (perhaps “Bellerophon and Pegasus” and other poems “The Centaur” by May Swenson, for comparison). The National Council of Teachers of English’s publication *English Journal* has poems in every issue; many of these can be used in the classroom.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	speaking, listening	group	observation	formative
Step B	individual	individual	observation	formative
Step C	writing, speaking, listening	group/class	grid	summative
Step D	writing, revising	group	grid	formative
Step E	writing	individual	grid	summative
Step F	reading, thinking, speaking, listening	group, individual	observation	formative
Step G	reading, thinking, writing	individual, group	grid	summative
Step H	reading, thinking, speaking, listening	group	grid	summative
Step I	reading, thinking	group, individual	observation	formative
Step J	reading, sharing	group, individual	observation	formative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

- BARENAKED LADIES, The, "Grade 9", *Coast to Coast, Reflections in Literature*, Toronto, Nelson, 1995.
- BROCK, Edwin, "Only Child", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston Inc., 1981.
- HERFORD, Oliver, "Earth", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston Inc., 1981.
- FROST, Robert, "Revelation", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston Inc., 1981.
- MACNEICE, Louis, "Prayer Before Birth", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston Inc., 1981.
- MCGINLEY, Phyllis, "First Lesson", in *Sunburst*, Toronto, Nelson, 1982.
- MCGINLEY, Phyllis, "Sketch a Portrait in Words", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston Inc., 1981.
- MERRIAM, Eve, "Thumbprint" and "Conversation With Myself", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston Inc., 1981.
- NOWLAN, Alden, "I, Icarus", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston Inc., 1981.
- SCHWARTZ, Phyllis, "Poetry from the Far Side: Risking the Absurd Vulnerability", *English Journal*, December, 1994, vol, 83, #8, Urbana, Illinois: N.C.T.E. publication.
- WEESE, Sharleen, "Final Exams", *Coast to Coast: Reflections in Literature*, Toronto, Nelson, 1995.

Human

- S poets from the community to deliver a poetry reading
- S local storytellers from varied backgrounds

Audio-visual

- S play recordings or tapes of poems that appear in print

Material

- S computers, television sets and VCR, posters, bristol boards, pens, markers, cassette player, photocopy machine

Technological

National Film Board of Canada: several Canadian poets are featured

Glossary of Poetic Terms:

<http://shoga.com/~rgs/glossary.html>

Elements of Style:

<http://www.cc.columbia.edu.acis/bartleby/st>

On Line English Grammar

<http://www.edunet.som/english/grammar/index.cfm>

Writing Tips

<http://niva.com/writblok/>

SchoolNet

<http://www.schoolnet.ca/>

Media Awareness Network

<http://www.media-awareness.ca/>

Books of Poetry Bookshop

<http://www.swift.com/lc/>

League of Canadian Poets

<http://www.swift.com/lc/>

The Complete Works of William Shakespeare

<http://www.tech.mit.edu/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 4.1.1: Achievement Chart - Discovering Me!

<p><i>Assessment Techniques: diagnostic - formative - summative .</i></p> <p><i>Strand: Literature Studies and Reading</i> <i>Overall Expectations: EAE1D-LR-OE.1 - 3 - 4</i></p> <p><i>Strand: Writing</i> <i>Overall Expectations: EAE1D-W-OE.1 - 2 - 3 - 4 - 6</i></p> <p><i>Strand: Media Studies</i> <i>Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4</i></p> <p><i>Student Task: Writing poetry</i></p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
<i>Knowledge/Understanding</i>				
<p>The student: - demonstrates understanding of the characteristics of poetry and of the comic strip, and of themes, concepts and ideas - demonstrates understanding of the relationships between ideas and the theme of adolescence - demonstrates understanding of the uses of literary/stylistic devices</p>	<p>The student demonstrates limited knowledge of the characteristics of poetry and the comic strip, and limited understanding of concepts and ideas in poems and comic strips</p>	<p>The student demonstrates some knowledge of the characteristics of poetry and the comic strip, and some understanding of concepts and ideas in poems and comic strips</p>	<p>The student demonstrates considerable knowledge of the characteristics of poetry and the comic strip, and considerable understanding of concepts and ideas in poems and comic strips</p>	<p>The student demonstrates thorough knowledge of the characteristics of poetry and the comic strip, and thorough understanding of concepts and ideas in poems and comic strips</p>
<i>Thinking/Inquiry</i>				
<p>The student: - writes poems - applies the inquiry skills of inference, analysis and assessment to interpret poems and comic strips and to edit own and others' poems</p>	<p>The student uses critical and creative thinking skills with limited effectiveness and applies few of the inquiry skills</p>	<p>The student uses critical and creative thinking skills with moderate effectiveness and applies some of the inquiry skills</p>	<p>The student uses critical and creative thinking skills with considerable effectiveness and applies most of the inquiry skills</p>	<p>The student uses critical and creative thinking skills with a high degree of effectiveness and applies all or almost all of the inquiry skills</p>

<i>Communication</i>				
The student: - communicates ideas and feelings creatively in poems with a sense of appropriate language and content - demonstrates command of poetry	The student communicates with limited clarity and with a limited sense of appropriateness , demonstrating limited command of poetic forms	The student communicates with some clarity and with some sense of appropriateness , demonstrating moderate command of poetic forms	The student communicates with considerable clarity and appropriateness , demonstrating considerable command of poetic forms	The student communicates with a high degree of clarity and confidence and with a strong sense of appropriateness , demonstrating extensive command of poetic forms
<i>Application</i>				
The student: - uses knowledge of spelling, punctuation and vocabulary - uses knowledge of context cues to interpret poems and comic strips - uses a writing process to revise and edit own and others' poems - makes connections between own experiences and poems and comic strips under study	The student uses language conventions and a writing process with limited accuracy and effectiveness , uses context cues with limited competence , and makes connections with limited effectiveness	The student uses language conventions and a writing process with some accuracy and effectiveness , uses context cues with some competence , and makes connections with some effectiveness	The student uses language conventions and a writing process with considerable accuracy and effectiveness , uses context cues with considerable competence , and makes connections with considerable effectiveness	The student uses language conventions and a writing process accurately and effectively all or almost all of the time , uses context cues with a high degree of competence , and makes connections effectively
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY INFORMATION EAE1D 4.2

Discovering You!

1. Time

180 - 200 minutes

2. Description

In this activity, students will become aware of the impact of figures of speech and other stylistic and sound devices in ads. They will write poems such as the haiku, the limerick, the diamante and the concrete poem. They will read a number of poems dealing with the theme of “discovering you.”

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 3 - 4

Specific Expectations: EAE1D-LR-Str.2 - 4 - 6
EAE1D-LR-Inv.5 - 14 - 15
EAE1D-LR-Crit.3 - 4 - 5
EAE1D-LR-For.4 - 6

Strand: Writing

Overall Expectations: EAE1D-W-OE.2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 10 - 11 - 12 - 13
EAE1D-W-Proc.1 - 6 - 7
EAE1D-W-Gram.1 - 6 - 7 - 8 - 10 - 11
EAE1D-W-Crit.1 - 4 - 5
EAE1D-W-Res.1 - 2 - 8

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 6 - 8
EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 6
EAE1D-O-GrSk.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2

EAE1D-M-Inv.2

EAE1D-M-Crit.1

4. Planning Notes

S have several poetry anthologies available for the students to search through

S reproduce some of the poems listed in the “Resources”

5. Prior Knowledge Required

S have read a variety of written materials in print and/or electronic form including various poems (especially free verse) in grade 8

S be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année, 1998*, such as similes, metaphors, onomatopoeia, personifications, alliteration

S understand the literary and grammatical terms used

S be familiar with various reading strategies, research techniques and steps of the writing process

S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction

6. Activity Instructions

Step A: Brainstorming/Exploration/Writing/Speaking

Teacher: Presents ads found in magazines and newspapers or heard/seen on TV and radio.

Students: Identify the appeal of the ads and identify stylistic elements that help to produce this appeal (use of figurative language: similes, metaphors; personification; sound devices such as alliteration, onomatopoeia; use of words strong in connotation; use of repetition or contrast).

Students: Find their own ads, present them to the class pointing out poetic use of language.

Students: Build their own 60 second live or taped commercial featuring poetic use of language and present it to the class.

Step B: Introduction to Haiku

Themes on the Journey is a useful resource, or this haiku by J. A. May be used as it follows the “Discovering You” theme:

*The autumn cicada
Dies by the side
Of its empty shell.*

Students: Read a number of haiku: e.g., “Life Lesson” & “Inevitably” by Don Raye.

Students: Write a few haiku of their own and focusing on self-discovery and moments they discovered a new awareness about themselves.

Step C: Introduction to the limerick, the diamante, and concrete poetry (*Themes on the Journey*)

Students: “There was an old man from Nantucket Who kept all his cash in a bucket But his daughter named Nan Ran away with a man And as for the bucket, Nantucket.”	“The Philosopher” I? Why? Anonymous
--	--

Students: Read a number of each; then write a few:

Refer to limericks and the diamante and concrete poems in *Poetry in Focus*.

Introduction to the Quatrain

(*Themes on the Journey* is recommended.) The contrast of quatrains in E.J. Pratt’s “*Erosion*” is striking.

“Faith is a fine invention
When Gentlemen can see ---
But *Microscopes* are prudent
In an emergency.” Emily Dickinson

Students: Read and write a few.

Step D: Brainstorming/Speaking/Listening

Students: In small groups, read “Lies” by Yevtushenko and “Someone Who Used to Have Someone” by Waddington.

Students: While working in small groups, will recognize the contrast in ages as these two poems address the young and the elderly. Students will discover meaning from content.

Writing/Speaking

Students: Will draw a list of ideas that the young should be told (about life); then they will list the things that the poet says people should tell the young.

Students: Will check both lists. In a larger group discussion, the lists should be compared, and students should support their choices with good reasons.

Step E: Reading/Thinking/Speaking

Students: Will read “Dance of the Waitresses” by James.

Students: Look up the word “nymph”. In a small group analysis of the poem, “some say there is nothing to being a waitress”: students are to list the skills of a waitress that are identified in the poem; then students will write a descriptive poem of a waitress or some other profession. (**Brainstorming/Speaking:** students compile a list of rules for the courteous treatment of waiters/waitresses by customers.)

Step F: Reading/Thinking/Speaking

Students: Read the following : “Jamie”, Brewster;”Richard Cory, Robinson; “Ex-Basketball Player”, Updike.

Students: In small groups, read for comprehension. Students discover that appearances are deceiving, and that a “different” person emerges in each poem.

Students: Exchange ideas and make guesses about the “future” of each person depicted in the poem.

Step G: Reading/Thinking/Speaking/Listening

Students: Read “There Is a Longing...”, Chief Dan George (Accelerate) and students identify findings about Canada’s native people from this poem.

Students: Evaluate the extent to which Chief Dan George’s prophecy has come true.

Thinking/Reading/Writing

Students: Read “He Raids the Refrigerator and Reflects on Parenthood”, Nowlan. From Accelerate, students work in pairs and prepare a newspaper article. One student is the reporter; the other is the son from the poem. The theme of the article would involve parent-child relationships.

Step H: Grammar & Usage, Spelling & Punctuation

Students: Review their knowledge of different parts of speech in the writing of a diamante featuring nouns, adjectives, participles.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, listening	group	observation	formative
Step B	speaking	partners, group	observation	formative
Step C	writing, speaking, listening	individual, small groups	observation and/or grid	formative
Step D	speaking, listening, writing, thinking	individual	checklist	summative
Step E	reading, writing	individual	checklist	summative
Step F	reading, writing	individual	checklist	summative
Step G	reading, writing	partners	grid	summative

Step H	reading, thinking, writing, speaking	individual, or with partners	grid	summative
Step I	reading, thinking, writing	partners	grid	summative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

- “Lord Randal”, *Poetry in Focus*, Toronto, Globe/Modern Curriculum Press, 1983, p.32.
 BREWSTER, Elezabeth, “Jamie”, *Accelerate: Destinations*, Toronto, Pentice-Hall Inc., 1990.
 GEORGE, Chief Dan, “There is a Longing”, *Accelerate: Destinations*, Toronto, Pentice-Hall Inc., 1990.
 JAMES, Janet Craig, “Dance of the Waitresses”, *In Your Own Words I*, Holt, Rinehart and Winston Inc., 1981.
 LIGHTFOOT, Gordon, “The Wreck of the Edmund Fitzgerald”, *Poetry in Focus*, idem.
 MANDEL, Eli, “Marina”, *Sunburst*, Toronto, Nelson, 1982.
 MCGINLEY, Phyllis, “First Lesson”, in *Sunburst*, James MacNeill ed., Toronto, Nelson Canada, 1982.
 NOYES, Alfred, “The Highwayman”, *Poetry in Focus*, idem.
 NOWLAN, Alden, “He Raids the Refrigerator and Reflects on Parenthood”, *Accelerate: Destinations*, Toronto, Prentice-Hall Inc., 1990.
 RAYE, Don, “Life Lesson” and “Inevitability”, *Poetry in Focus*, Toronto, Globe/Modern Curriculum Press, 1983.
 PRATT, E.J., “Erosion”, *Sunburst*, Toronto, Nelson Canada, 1982.
 ROBINSON, E.A., “Richard Cory”, *Accelerate: Destinations*, Toronto, Prentice-Hall Inc., 1990.
 UPDIKE, John, “Ex-Basketball Player”, *Sunburst*, Toronto, Nelson, 1982.
 WADDINGTON, Miriam, “Someone Who Used to Have Someone”, *In Your Own Words I*, Toronto, Holt, Rinehart and Winston Inc., 1981.
 YEVTUSHENKO, Yevgeny, “Lies”, *In Your Own Words I*, Toronto, Holt, Rinehart and Winston Inc., 1981.

Human

S poets from the community may be invited to deliver a poetry reading.

Material

S computers, television sets and VCR, posters, bristol boards, pens, markers, cassette player, photocopy machine

Technological

National Film Board of Canada: several Canadian poets are featured

Glossary of Poetic Terms:

<http://shoga.com/~rgs/glossary.html>

Elements of Style:

<http://www.cc.columbia.edu.acis/bartleby/st>

On Line English Grammar

<http://www.edunet.som/english/grammar/index.cfm>

Writing Tips

<http://niva.com/writblok/>

SchoolNet

<http://www.schoolnet.ca/>

Books of Poetry Bookshop

<http://www.swifty.com/lc/>

League of Canadian Poets

<http://www.swifty.com/lc/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 4.3

The New Me!

1. Time

180 - 200 minutes

2. Description

In this activity, students will continue to explore poetry that focuses on the theme of self-discovery. The poems in this activity lead students to think about themselves now and how they have changed. Students will dramatize some poems and continue to write verse focusing on the discovery theme.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 3 - 4

Specific Expectations: EAE1D-LR-For.4 - 6
EAE1D-LR-Str.2 - 4 - 6
EAE1D-LR-Inv.5 - 14 - 15
EAE1D-LR-Crit.2 - 3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 10 - 11 - 12 - 13
EAE1D-W-Proc.1 - 6 - 7
EAE1D-W-Gram.1 - 2 - 6 - 7 - 8 - 10 - 11
EAE1D-W-Res.1 - 2 - 8
EAE1D-W-Crit.1 - 4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 6 - 8
EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 6
EAE1D-O-GrSk.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1

Specific Expectations: EAE1D-M-For.2
EAE1D-M-Inv.2
EAE1D-M-Crit.1

4. Planning Notes

- S obtain a version of the song “The Wreck of the Edmund Fitzgerald” by Gordon Lightfoot
- S collect stories and magazine articles about growing up, loss of innocence and of human life

5. Prior Knowledge Required

- S have read a variety of written materials in print and/or electronic form including various poems (especially free verse) in grade 8
- S be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année*, 1998
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction

6. Activity Instructions

Step A: Reading/Speaking/Listening

Students: Prepare an oral reading of “Fifteen”, by William Stafford.

Students: May prepare a dramatic reading to a smaller group or to the class (some time for rehearsal will be given).

Step B: Speaking/Listening/Writing

Students: Since the poem suggests frustrations at being “a bit too young”, students, in small groups or with partners, compile a list of their frustrations: students will list frustrating situations where it is hard to be just “a bit too young” to do what they want.

Step C: Speaking/Listening

Students: Prepare a dramatic, oral reading (perhaps a choral reading) of Frost’s “Stopping by Woods on a Snowy Evening”.

Students: Work in pairs or in small groups, coaching one another.

Step D: Reading/Thinking/Writing

Students: In small groups, prepare an analysis of “Stopping by Woods on a Snowy Evening”.
Students: Are encouraged to answer the question “why does the poet leave?” This should lead to self-examination by individuals in which they are asked to compile a list of how they have changed in the past year, listing duties that they have acquired, or responsibilities they have recently assumed (as the “New Me” theme).

Step E: Brainstorming/Reading

Students: Read “Vancouver I” by Frank Davey .
S brainstorm in an attempt to recall the changes they have experienced in their lifetime. (Perhaps how their town or city, their neighbourhood or community has changed. This change is physical and it should be evident to all students.)
S with partners or individually, compile lists of some of these changes in their journal explaining their feelings about such changes.

Step F: Speaking/Listening

Students: Share their lists and their examples with a larger group. The presentations may lead to a discussion of whether all change is desirable. Do we want to preserve old buildings if these lie in the way of progress? This rhetorical question could be left with students for further exploration, or for a response in their journals.

Step G: Reading/Listening

Students: Read traditional and modern ballads “Lord Randal” - Anonymous, “The Highwayman” by Alfred Noyes“ ”The Wreck of the Edmund Fitzgerald” by Gordon Lightfoot.,
Students: Identify characteristics of these ballads and compare the traditional ballad with the modern ballad.

Step H: Exploring/Writing

Students: Select a major news, story (e.g., war story, accident,...) and incorporate the facts into their writing of a traditional or modern ballad.

Step I: Grammar & Usage, Spelling & Punctuation

Students: Incorporate the various stages of the writing process in their writing assignments.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading aloud, speaking, listening	small group	observation	formative

Step B	speaking, listening, writing	pairs small group	observation	formative
Step C	speaking, listening	pairs, small groups	observation	formative
Step D	reading, thinking, writing	small groups, individual	grid	summative
Step E	reading, thinking, speaking, listening	partners, small group, individual	observation	formative
Step F	speaking, listening, thinking	group, class	grid	summative
Step G	reading, listening,	group	observation	formative
Step H	exploring, writing	group/individual	observation	summative
Step I	grammar & usage, spelling & punctuation	see Activity 4.7	observation	summative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BIRNEY, Earle, "David", *Themes on the Journey*, Toronto, Nelson, 1989.

BLYTHE, Aleata, "The Ballad of Alice Moonchild", *Coast to Coast: Reflections in Literature*, Toronto, Nelson, 1995.

DAVEY, Frank, "Vancouver I", *Sunburst*, Toronto, Nelson, 1982.

FROST, Robert, "Stopping By Woods on a Snowy Evening", *Sunburst*, Toronto, Nelson, 1982.

STAFFORD, William, "Fifteen", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston Inc., 1981.

Human

S poets from the community to deliver poetry readings.

S

Material

S photographs (then and now) of their changing community

S photocopy machines

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 4.4

The Friend in Me!

1. Time

180 - 200 minutes

2. Description

In this activity, students will explore poetry that focuses on relationships with friends: “the friend in me”. This may also lead them to discover that they are friends of other species, that they are friends of the environment, etc. In discovering other poetic genres, students may write a lyric, or read and exchange poems as they are encouraged to browse through anthologies to experience a greater range of poems.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 3 - 4

Specific Expectations: EAE1D-LR-For.4 - 6
EAE1D-LR-Str.2 - 4 - 6
EAE1D-LR-Inv.5 - 14 - 15
EAE1D-LR-Crit.2 - 3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 10 - 11 - 12 - 13
EAE1D-W-Proc.1 - 6 - 7
EAE1D-W-Gram.1 - 6 - 7 - 8 - 10 - 11
EAE1D-W-Res.1 - 2 - 8
EAE1D-W-Crit.4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-For-List.1 - 2 - 4 - 6 - 8
EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 6
EAE1D-O-GrSk.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.3

Specific Expectations: EAE1D-M-For.2
EAE1D-M-Inv.2
EAE1D-M-Crit.1

4. Planning Notes

- S provide poems written by students of their age group
- S provide anthologies of poems for students to browse through
- S provide videos of portraits of Canadian poets
- S provide VCR and videotaping equipment (if available)

5. Prior Knowledge Required

- S have read a variety of written materials in print and/or electronic form including various poems (especially free verse) in grade 8, and should be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année*, 1998
- S understand the literary and grammatical terms used.
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have previously acquired knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction

6. Activity Instructions

Step A: Introduction/Reading/Brainstorming/Speaking

Teacher: In a large group, introduces lyric poetry to the class.

Students: Read a few lyric poems.

Students: Identify the characteristics of lyric poetry.

Step B: Brainstorming/Reading/Speaking

Students: Brainstorm in small groups as they read and exchange a number of lyrics from poetry anthologies the teacher has provided.

Students: In small groups, identify favorite lyric poems and compile classroom anthologies (see the Ontario Ministry of Education's Pro-File Series, "Response to Literature": page 35)

Students: Exchange anthologies with other sets of partners or small groups. This will generate further reading of poetry on the students' part.

Step C: Oral Presentations

Students: Select one poem each. They prepare a dramatic reading for the class. This “dramatizing process” leads students to discover meanings in the poem, establishing stronger links to their own background of experiences, beliefs, feelings, insights. The presentations could be live or taped. These readings may also involve more than one student. Music or scenery may be added with video presentations. (Peer evaluation could be used in this activity.)

Step D: Reading/Speaking

Teacher: Leads a brainstorming session within which students compile a list of 10 characteristics that one should find in the ideal wife/husband

Students: Read the humorous poem “The Choice”, by Dorothy Parker and identify devices that create humour (e.g., exaggeration, play on words, contrast...).

Students: Discuss which of the two people presented in the poem they would have chosen and why.

Students: As suggested in the text *Accelerate: Destination* on page 147, write a journal entry in which they examine their thoughts about this marriage and compare their ideas with those presented in the poem.

Step E: Reading/Analysis

Teacher: Asks students to list 10 ways or deeds each would do to prove their love for their boyfriend or girlfriend.

Students: Read the sonnet “How Do I Love Thee”, by Elizabeth Barrett Browning. Some challenging vocabulary may be clearer after a reading and discussion with the entire class.

Students: Compile a list of “the ways” the poet loves her husband.

Students: Discuss in small groups the emotional appeal of the poem.

Step F: Reading/Speaking/Listening

Students: In small groups, read and discuss the meaning of the poem “The Well-Wrought Urn”, by Irving Layton.

Students: Note that the poem involves a dialogue. They may, in their journals, explore the question that a friend might raise about one being remembered after one’s death (or perhaps, will one be remembered after leaving: e.g. going away to university in another city).

Students: Prepare a list of ways or characteristics in which they would like to be remembered when they graduate and leave high school, and present it in lyric form.

Step G: Reading/Revising/Writing/Thinking

Students: In small groups, read their classmates’ poems and make some constructive comments during the revising process. After going through the steps of the writing process, the students may want to publish their poems and have them posted on a bulletin board.

Step H: Grammar & Usage, Spelling & Punctuation

Students: Incorporate the writing process in their writing assignments.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Type of Skill	Skill Evaluated	Assessment Tool	Evaluation
Step A	reading, speaking, listening	individual	observation	formative
Step B	reading, speaking, listening	small group	observation	formative
Step C	speaking, listening, thinking (visual)	individual (working with others)	grid	summative (peer evaluations)
Step D	reading, speaking, listening, writing	small group	observation	formative
Step E	reading, thinking, speaking, listening	group	observation	formative
Step F	reading, speaking, listening, writing	group/individual	observation	formative
Step G	reading, revising, writing	group	observation	summative
Step H	grammar & usage, spelling & punctuation	see activity 4.7		

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

MCTEAGUE, Frank, "Response to Literature", *Pro-File Series*, Toronto, Ontario Ministry of Education, 1987, page 35.

POEMS:

"The Choice", Dorothy Parker (*Accelerate*)

"I Get High on Butterflies", Joe Rosenblatt (*Sunburst*)

"How Do I Love Thee", Elizabeth Barrett Browning (*Sunburst*)

"The Well-Wrought Urn", Irving Layton (*Sunburst*)

Human

S teenage poets (students from other classes or schools) who have had poems published are invited to share their experiences.

Technological

National Film Board of Canada:

Al Purdy: A Sensitive Man, #CO188042/EC005

F.R. Scott: Rhyme and Reason, #CO182098/EC005

Poets: A Sestet, #193CO190192/EC005

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 4.5

Where am I Going?

1. Time

180 minutes

2. Description

In this activity, students will explore themes of the journey --- not just a physical journey, but a journey that will lead to exploration: looking into their future, into possible future careers.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 3 - 4

Specific Expectations: EAE1D-LR-For.2 - 4 - 6
EAE1D-LR-Str.4 - 6
EAE1D-LR-Inv.5 - 14 - 15
EAE1D-LR-Crit.2 - 3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 10 - 11 - 12 - 13
EAE1D-W-Proc.1 - 6
EAE1D-W-Gram.1 - 2 - 6 - 7 - 8 - 10 - 11
EAE1D-W-Res.1 - 2 - 8
EAE1D-W-Crit.1 - 4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 6 - 8
EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 6
EAE1D-O-GrSk.1 - 2 - 3

4. Planning Notes

- S reserve VCR
- S prepare a Poetry Bulletin Board and collect poems from students
- S select some video tapes of Canadian poets

5. Prior Knowledge Required

- S have read a variety of written materials, in print and/or electronic form including various poems (especially free verse) in grade 8, and be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année*, 1998
- S understand the literary and grammatical terms used.
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction

6. Activity Instructions

Step A: Reading/Listening

Teacher: Presents a series of poems linked to the journey theme (e.g., “The Long Voyage” by Malcolm Cowley, “Travel” by Edna St. Vincent Millay).

Students: As a follow-up activity, work with a partner and brainstorm over the idea that life is a journey. As a metaphor, students realise that grade 9 is like spring (or April in the “Prologue”), is an awakening of spirits, is a time to start thinking about careers...

Students: Compile a list of five to ten careers that interest them at this moment.

Step B: Reading/Thinking

Students: Read “Flight One”, Gwendolyn MacEwen, and, in small groups, discuss the meaning of the poem.

Students: Discuss whether the poem ends on a note of hope or of despair.

Students: Listen and exchange ideas with one another.

Step C: Thinking/ Speaking

Students: The passengers on “Flight One” by Gwendolyn MacEwen eventually land. Students, working in pairs, describe the reactions of the passengers as they disembark to find a changed world around them.

Students: Anticipate some of the changes in this new century.

Step D: Reading/Thinking/Brainstorming

Students: Read “Warren Pryor”, E.A. Robinson.

Students: In small groups or with help of the teacher, discover the meaning of the poem.

Students: Compare themselves to Warren.

Teacher: Asks students the following questions: Are they being encouraged by their parents to pursue further education in the future? Are parents influencing their career choices? Are parents making sacrifices now for their children’s future? Do the students and their parents want the same thing?

Students: Write a journal entry responding to the preceding questions.

Step E: Reading/Speaking/Listening

Teacher or

Students: Read “The Road Not Taken” aloud.

Students: Research some of Frost’s biography. They recognize the symbolism of the two roads as they refer to a decision the poet had to make.

Students: Individually, compile a list of five to eight possible careers that they would like to pursue.

Students: In their personal journals, students expand on their lists and identify some of the stumbling blocks that might lie in the way of their accomplishing what they set out to do.

Step F: Writing/Thinking

Students: After examining Frost’s poem, students try their hand at writing a poem that is an extended metaphor. The “path” or the “road” is a popular symbol. They might describe a career that they have chosen or they might write about someone they know who has chosen an unusual career.

Step G: Reading/Publishing

Students: Share their poems with others in small groups. They will revise their poems, and, after a final draft is produced, will publish these. (Poems could be posted on a bulletin board.)

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	listening, reading	pairs	observation	formative
Step B	reading, thinking	small groups	observation	formative
Step C	listening, speaking	pairs	observation	formative
Step D	listening, thinking reading, speaking	individual	observation	formative
Step E	listening, thinking listening, reading	individual	observation	formative
Step F	thinking, writing	individual	checklist	formative
Step G	reading, publishing	small group	grid	summative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

COWLEY, Malcolm, "The Long Voyage", *Poetry in Focus*, Toronto, Globe/Modern Curriculum Press, 1983.

DAY, Bonnie, "The Abundant Life", *Departures: Reflections in Poetry*, Toronto, Nelson Ltd, 1991.

FROST, Robert, "The Road Not Taken", *New Horizons*, Toronto, McClelland & Stewart, 1965.

KARPINKA, Shawn, "What'll It Be", in *Coast to Coast: Reflections on Literatures*, James Barry ed., Toronto, Nelson Canada Ltd, 1995.

KASSUM, Tariq, "The Dream About My Name", *Coast to Coast: Reflections on Literatures*, Nelson Canada Ltd, 1995.

LAYTON, Irving, "The Well-Wrought Urn", *Sunburst*, Toronto, Nelson Ltd, 1982.

MACEWEN, Gwendolyn, "Flight I", *In Your Own Words I*, Toronto, Holt, Rinehardt and Winston, 1981.

MILLAY, Edna St. Vincent, "Travel", *Poetry in Focus*, Toronto, Globe/Modern Curriculum Press, 1983.

NOWLAN, Alden, "Warren Pryor", *Sunburst*, Toronto, Nelson Ltd, 1982.

STAFFORD, William, "Travelling Through the Dark", *Accelerate/Destinations*, Toronto, Prentice-Hall Inc., 1990.

UNTERMEYER, Louis, "Caliban in the Coal Mines", *Departures: Reflections in Poetry*, Toronto, Nelson Ltd, 1991.

WAYMAN, Tom, "Unemployment", *Departures: Reflections in Poetry*, Toronto, Nelson Ltd, 1991.

WONG-CHU, Jimmy, "Equal Opportunity", *Departures: Reflections in Poetry*, Toronto, Nelson Ltd, 1991.

Human

Student artists are invited to display and explain their works.

Material

Computers, television sets and VCR, posters, bristol boards, pens, markers, cassette player, photocopy machine

Technological

National Film Board of Canada: several Canadian poets are featured

Al Purdy: A Sensitive Man, #CO188042/EC005

F.R. Scott: Rhyme and Reason, #CO182098/EC005

Poet: Irving Layton Observed, #CO186028/EC005

Poets: A Sestet, #193CO190192/EC005

TV Ontario listings

Glossary of Poetic Terms:

<http://shoga.com/~rgs/glossary.html>

Elements of Style:

<http://www.cc.columbia.edu.acis/bartleby/st>

On Line English Grammar

<http://www.edunet.som/english/grammar/index.cfm>

Writing Tips

<http://niva.com/writblok/>

SchoolNet

<http://www.schoolnet.ca/>

Books of Poetry Bookshop

<http://www.swift.com/lc/>

League of Canadian Poets

<http://www.swift.com/lc/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 4.6

Poetry Anthology

1. Time:

180 - 200 minutes

2. Description

In this activity, students develop a classroom anthology (or a personal anthology). They read more poems as the teacher and/or librarian provide access to several poetry anthologies. Students continue to write poems of their own, and to revise other poems written during this unit. They build a personal anthology of their own poems and favourite poems by well-known poets or by their peers.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 3 - 4

Specific Expectations: EAE1D-LR-For.4 - 6
EAE1D-LR-Str.2 - 4 - 6
EAE1D-LR-Inv.5 - 14 - 15
EAE1D-LR-Crit.2 - 3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE.2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 10 - 11 - 12 - 13
EAE1D-W-Proc.1 - 6 - 7
EAE1D-W-Gram.1 - 2 - 6 - 7 - 8 - 10 - 11
EAE1D-W-Res.1 - 2 - 8
EAE1D-W-Crit.1 - 4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 6 - 8
EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 6
EAE1D-O-GrSk.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1

Specific Expectations: EAE1D-M-For.1
EAE1D-M-Inv.2
EAE1D-M-Crit.1

4. Planning Notes

- S provide students with several anthologies of poetry as students will be browsing and searching for poems as they construct their own collection of poems
- S collect poems on particular themes and keep them in files for ready access
- S set aside time for research and reading
- S find video-tapes of Canadian poets
- S preview tapes & reserve VCR

5. Prior Knowledge Required

- S have read a variety of written materials in print and/or electronic form including various poems (especially free verse) in grade 8, and be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année*, 1998
- S understand the literary and grammatical terms used
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction

6. Activity Instructions

Step A: Reading/Searching

Teacher: Instructs students to build an anthology related to a theme or topic of their choice. As an example, the class analyzes poems related to sports.

Students: Read “Hockey”, by Scott Blaine. Working with partners, students find examples of words or phrases that appeal to senses of sight, hearing and touch; discuss how the comparison between players and hunters, pucks and prey is drawn; discuss the effectiveness of the comparison and draw up lists in columns (in point form) for purpose of comparison.

Students: Read “Wild Pitch” by Raymond Souster; find two metaphors in the poem and describe the images these create for the reader; discuss their effectiveness.

Students: Read “Foul Shot” by Edwin A. Hoey; working with partners or in small groups, students examine the diction of the poem and identify words or phrases that help to develop suspense.

Students: Read “The Spearthrower” by Lillian Morrison; working with partners, students identify the verbs used to describe the actions of the other athletes. Students can then add descriptive verbs or adjectives to these.

Students: Read “The Hunter” by Ogden Nash. Students discover that poems can be humorous.

Step B: Speaking/Listening/Writing

Teacher: Ask students to compile a list, a glossary, of 10 sports terms that have become a part of everyday language. e.g. “a ball-park figure”.

Step C: Writing/Thinking

Teacher: Asks students to write a poem about a sport. The poem may be about an unfortunate but amusing moment in a sporting event. The students may write about something that happened to them or to someone else.

Step D: Reading/Writing

Students: Review their writing of different poems in this unit, identify a theme that is of interest to them and begin building their anthology.

Students: Read from a wide range of anthologies to select favourite poems related to their chosen theme, select poems written by themselves on this chosen theme or compose poems on this theme.

Students: Build a personal anthology on a chosen theme, containing five favourite poems by published poets, one or two poems by one of their peers, and three personal poems. Under teacher supervision, students decide the methods of organizing their anthology (e.g. by topic or theme).

Students: Choose their method of displaying the poems: graphic design, calligraphy, collage, photography, watercolours, sketches, etc.

Step E: Revising/Editing & Publishing

Students: Collect the poems they have written. They will add or eliminate some poems as they go. They will continue to make revisions. They will work with a partner or in small groups sharing ideas.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, speaking, listening	pairs or small groups	observation and checklist	formative
Step B	speaking, listening, writing	group	checklist	formative
Step C	writing, thinking	individual	grid	summative
Step D	reading, searching, writing	individual	grid	summative
Step E	revising, editing, publishing	small groups	grid	summative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BLAINE, Scott, "Hockey", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981.

HOEY, Edwin A., "Foul Shot", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981.

KUMIN, Maxine, "400-Metre Freestyle", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981.

MORRISON, Lillian, "The Spearthrower", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981.

NASH, Ogden, "The Hunter", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981.

NOWLAN, Alden, "The Execution", *Sunburst*, Toronto, Nelson Ltd, 1982.

SOUSTER, Raymond, "Wild Pitch", *In Your Own Words I*, Toronto, Holt, Rinehart and Winston, 1981.

Material

S computers, television sets and VCR, posters, bristol boards, pens, markers, cassette player, photocopy machine

Technological

S TVOntario: Check listings

S recordings of poets (past and present) are available through some libraries

National Film Board of Canada: several Canadian poets are featured

Glossary of Poetic Terms:

<http://shoga.com/~rgs/glossary.html>

Elements of Style:

<http://www.cc.columbia.edu.acis/bartleby/st>

On Line English Grammar

<http://www.edunet.som/english/grammar/index.cfm>

Writing Tips

<http://niva.com/writblok/>

SchoolNet

<http://www.schoolnet.ca>

Media Awareness Network

<http://www.media-awareness.ca/>

Books of Poetry Bookshop

<http://www.swifty.com/lc/>

League of Canadian Poets

<http://www.swifty.com/lc/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 4.7

Grammar and Usage, Spelling and Punctuation

1. Time

120 minutes

2. Description

In this activity, students will discover that there are no rules in free verse for punctuation and sentence structure; even spelling takes a vacation. Nonetheless, students will recognize that poets are precise in their diction. Students will explore and have fun reading and writing shape poems, sound poems and concrete poems.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 3 - 4

Specific Expectations: EAE1D-LR-For.4
EAE1D-LR-Str. 2 - 4 - 6
EAE1D-LR-Inv.5 - 14 - 15
EAE1D-LR-Crit.2 - 3 - 4 - 5

Strand: Writing

Overall Expectations: EAE1D-W-OE-2 - 4 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 10 - 11- 12 - 13
EAE1D-W-Proc.1 - 6 - 7
EAE1D-W-Gram.1 - 2 - 6 - 7 - 8 - 10 - 11
EAE1D-W-Res.1 - 2 - 8
EAE1D-W-Crit.1 - 4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 4 - 6 - 8
EAE1D-O-ForSpea.1 - 2 - 3 - 4 - 6
EAE1D-O-GrSk.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1

Specific Expectations: EAE1D-M-For.2
EAE1D-M-Inv.2
EAE1D-M-Crit.1

4. Planning Notes

- S invite poets from the community (also within the school) as guest speakers
- S provide a number of poetry anthologies
- S display a number of shape and sound poems
- S preview video tapes of Canadian poets
- S advertise a number of poetry competitions

5. Prior Knowledge Required

- S have read a variety of written materials in print and/or electronic form including various poems (especially free verse) in grade 8, and be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4^e à la 8^e année*, 1998
- S understand the literary and grammatical terms used
- S understand literary/stylistic devices
- S be familiar with various reading strategies, research techniques and steps of the writing process
- S have acquired sufficient knowledge of spelling, vocabulary, sentence structure and media materials to explain their response to a text, to convey the desired message, and to create a specific effect using appropriate forms and diction.

6. Activity Instructions

Step A: Speaking/Listening/Viewing

Teacher: Will provide students with a number of shape, sound and concrete poems. (see *Themes on the Journey*, Nelson, Toronto, pp. 122-135).

Students: Are invited to experiment by writing their own shape or sound poems. These poems should be displayed on a bulletin board.

Step B: Listening

Teacher: Asks students to bring their favourite songs by their favourite singers to class.

Teacher: Asks students to reproduce the lyrics from one of these songs.

Students: Listen to the songs. The students then read and discuss the lyrics of these songs.

Step C: Listening/Reading

Teacher: Assigns the reading of one of Bill Bissett's poems to the students.

Students: Will read the poem aloud; then the students are invited to comment on the spelling in the poem.

Students: Will write a "sound poem" and they will spell the words phonetically.

Step D: Dramatization

Teacher: Assigns the reading of some of W.H. Drummond's *Habitant Poems*: e.g. "De Stove Pipe Hole", p. 68.

Students: Dramatize and humorously emulate with a strong French accent, the reading of the poem.

Students: Learn to appreciate the diversity of cultures in our country.

Students: Learn to laugh at themselves as they learn to appreciate the beauty of different accents and dialects.

Step E: Grammar, Usage, Spelling, Punctuation

Teacher: Explains to students that poetry often takes literary licence: the rules of grammar and spelling and punctuation are, at times, ignored or modified intentionally.

Students: Will recognize concrete, shape and sound poems that do this.

Students: Will discuss, in groups and with teacher input, the strategies or the special meanings that some poets use in altering form and spelling.

Students: Will copy a poem, and, beside the same poem, rewrite it phonetically and without punctuation or capital letters.

Step F: Word Choice

Teacher: Applies the cloze procedure to a poem, in which key words (parts of speech) are omitted. These could be verbs or adjectives.

Students: Apply vocabulary and diction skills by filling in the blank spaces with words of their own choosing.

Students: Use dictionaries for help.

Teacher: Provides students with a complete copy of the original poem.

Students: Compare their choices, and, in open discussion with the teacher, discuss the merits of the author's selection of words.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategy	Skill Evaluated	Type of Skill	Assessment Tool	Evaluation
Step A	speaking, listening, viewing	group/individual	observation	formative
Step B	listening	group	observation	formative
Step C	listening, reading	individual/small group	observation	formative
Step D	listening, reading	individual/group	observation	peer assessment
Step E	grammar spelling punctuation	small group	observation	formative
Step F	reading, diction	individual	cloze test	formative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BISSETT, Bill, “evry whun at 2 o’clock”, *Departures: Reflections in Poetry*, Toronto, Nelson Ltd, 1991.

Cummings, E.E., “!blac”, *Sunburst*, Toronto, Nelson Ltd, 1982.

DRUMMOND, W.H., *Habitant Poems*, Toronto, McClelland and Stewart, 1966, 110 pages.

FERLINGHETTI, Lawrence, “Constantly Risking Absurdity”, *Sound and Sense: An Introduction to Poetry*, New York, Harcourt Brace Jovanovich Inc., 1973.

Material

S computers, television sets and VCR, posters, bristol board, pens, markers, cassette player, photocopy machine

S

Technological

S Recordings of songs by today’s artists.

S National Film Board of Canada:

Al Purdy: A Sensitive Man, #CO188042/EC005

Earle Birney: Portrait of a Poet, #CO181032/EC005

F.R. Scott: Rhyme and Reason, #CO182098/EC005

Poets: Sestet, #193CO190192/EC005

Glossary of Poetic Terms:

<http://shoga.com/~rgs/glossary.html>

Elements of Style:

<http://www.cc.columbia.edu.acis/bartleby/st>

On Line English Grammar

<http://www.edunet.som/english/grammar/index.cfm>

Writing Tips

<http://niva.com/writblok/>

SchoolNet

<http://www.schoolnet.ca/>

Media Awareness Network

<http://www.media-awareness.ca/>

Books of Poetry Bookshop

<http://www.swift.com/lc/>

League of Canadian Poets

<http://www.swift.com/lc/>

The Complete Works of William Shakespeare

<http://www.tech.mit.edu/>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

UNIT 5 (EAEID)

Media Studies - *The Five W's*

Unit Description

In the Media unit, students will interpret and produce various forms of media texts to further their understanding of the role of media in their lives. Students will continue to develop the skills of reading, writing, listening, speaking and viewing as they study media texts. The exploration of audio, visual and/or print texts such as radio broadcasts, advertisements, news reports, news articles, videos, magazines and Web sites focuses on the Five W's - who, what, where, when, and why, as well as how. Media studies are also integrated throughout the course into the other four units.

Strands and Expectations

Strand: Literature Studies and Reading

Strand: Literature Studies and Reading

Overall Expectations: EAE1D-LR-OE.1 - 2 - 4

Specific Expectations: EAE1D-LR-For.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Str.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.1 - 2 - 3 - 5 - 7 - 8 - 10 - 11 - 12 - 13 - 15 - 16

Strand: Writing

Overall Expectations: EAE1D-W-OE.1 - 3 - 5 - 6

Specific Expectations: EAE1D-W-For.1 - 3 - 5 - 6 - 7 - 8 - 11 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.1 - 2 - 3 - 5 - 7 - 9

EAE1D-W-Res.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-O-ForSpea.1 - 3 - 4 - 5 - 6 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2 - 3 - 4

EAE1D-M-Inv.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-M-Crit.1 - 2 - 3 - 4 - 5

Activity Titles

Activity 5.1: WHO's in the News? (200-240 minutes)

Activity 5.2: WHAT's Happening? (150-180 minutes)

Activity 5.3: WHERE Am I Going? (200-240 minutes)

Activity 5.4: WHEN Is It Real? (180-200 minutes)

Activity 5.5: WHY Do I Think So? (150-180 minutes)

Activity 5.6: HOW to Make the Big Sale (150-180 minutes)

Activity 5.7: Grammar and Usage, Spelling and Punctuation (150-180 minutes)

Prior Knowledge Required

- S have previous practice evaluating, comparing and creating a variety of media works, with focus on techniques that enhance the message's impact
- S have studied various forms of media texts in grades 7 and 8, and be familiar with the concepts and activities outlined in *The Ontario Curriculum: Anglais de la 4e à la 8e année 1998*
- S be familiar with various reading strategies, research techniques, group skills and steps of the writing process
- S be familiar with the use of some technical equipment
- S have acquired experience in preparing, rehearsing and evaluating media presentations

Unit Planning Notes

The teacher will:

- S integrate media studies into all units of this course as an important application and demonstration of the students' learning
- S make a practice of keeping an up-to-date collection of short stories, anecdotes, cartoon, news stories and/or magazine articles that are suitable for classroom use;
- S Reserve, preview and select videos and movies when they are appropriate for the context of the classroom
- S need to be aware of copyright regulations regarding the use of print, video and music in the classroom. (Showing of a single video may require written permission or payment of a fee. Teachers are often allowed to tape and use media productions by Cable in the Classroom, TVOntario, and the CBC.)

- S integrate grammar and usage, spelling and punctuation into each activity; strategies for the teaching and learning of language conventions are explained in a separate activity at the end of the unit and therefore do not count in the timeline of each activity
- S give students access to different kinds of print and electronic resources whether in the classroom, in the library, or in the community
- S provide time for students to become familiar with common technical terms that relate to the media
- S assign research activity on students' career interests followed by the production of career pamphlet documents and the annotating of relevant sources
- S reserve audio-visual equipment and print resources
- S reserve time for group work and for the preparation, rehearsal, and delivery of media productions by students

Crosscurricular Links

Français:

- S compare number of hours of programming they watch in both languages
- S share ideas they have acquired from French media
- S compare reports from French/English media
- S review French newspapers and journalists
- S compare advertising in French/English media
- S review contrastive spelling and linguistics in français/English

Other disciplines:

- S research in conjunction with history and physical education classes is possible
- S require assistance from Guidance Department for resources
- S in conjunction with history classes, students record current affairs broadcasts and discuss issues
- S current events issues may require collaboration with other disciplines: law classes, science and history classes, etc.
- S collaborate with other classes (e.g. science class) to identify facts in advertisements
- S review technical language and terms from other subject areas (e.g. science, computer course, etc.)

Technology:

- S be prepared to use equipment to tape interviews and conduct surveys
- S use audio-visual equipment in taping material for presentations
- S require cassettes and VCRs to record news broadcasts
- S use computers and printers to help publish a class newspaper
- S video tape commercials and present these to the class
- S keep abreast of new jargon that is introduced each day. Spell Check programs do not necessarily follow Canadian spelling

Careers:

- S be prepared to develop communications skills while interviewing others
- S develop an awareness of influence of media in shaping our ideas
- S students (with teacher's help) will organize a mini Careers Day for the class
- S students begin to set goals toward future career
- S develop thinking skills in assessments of reporting and reporting techniques
- S collaborate with other individuals in sharing tasks and developing responsibilities
- S refine writing and speaking skills

Teaching/Learning Strategies

In this unit, the teacher utilizes the following strategies:

- anecdotal record
- checklist
- conference
- observation
- rating scale
- response journal
- interview
- classroom presentation

Assessment/Evaluation Techniques

In this unit, the teacher uses a variety of assessment strategies:

diagnostic: observation, conference, questions and answers

formative: observation, conference, checklist, homework, questions and answers, response journal, self-assessment

summative: self-assessment, peer assessment, quiz, test, examination, rubric, classroom presentation

Accommodations (for students with special needs)

A. Activity Instructions

Students with special needs:

- S prepare a collage of comic book hero-figures or list comic strip heroes
- S write thank-you notes to invited guests
- S are given more time to complete assignments
- S use computers and thesaurus and spellcheck software
- S borrow video tapes
- S write extra exercises
- S refer to magazine articles that illustrate usage

Students requiring remedial and/or enrichment activities:

- S lead a working group
- S do individual research or independent study
- S read essays that question the effects of television on viewers
- S learn that statistics can be manipulated
- S seek taping or recording information
- S work with others who have similar topics
- S develop their own topics
- S receive help at home in taping commercials
- S students who do not have a computer at home, use one of the school's
- S develop acrostic or crossword puzzles to strengthen spelling skills
- S students/teacher think of explanations or rules to improve spelling where languages conflict (e.g., famille, family)

B. Assessment/Evaluation techniques

Students with special needs:

- S work with partners
- S weak students pair with strong students in group work
- S share in the evaluation of the group
- S each has a turn in presenting ideas (either at blackboard or on front page of newspaper)
- S do homework in pairs

Students requiring remedial and/or enrichment activities:

- S have extra time to complete tasks/presentations
- S are given immediate feedback
- S research the effects of television violence on viewers
- S employ peer evaluation for the mini Careers' Day project
- S take turns taking different roles in producing a class journal or newspaper

Security

The teacher should be familiar with the safety procedures mandated by the Ministry and by the school board.

Resources

In this unit, the teacher selects from the following resources:

Pedagogical

- ANDERSEN, Neil and Cécile, KIRK, *Communication Works*, Toronto, Oxford University Press, 1987.
- BALLAH, Judy, *Drama in Perspective*, Toronto, Harcourt Brace, 1993, 141 p.
- BARKER-SANDBROOK, Judith, *Essays: Patterns and Perspectives*, Toronto, Oxford University Press, 1992.
- DEE, Garrett, S., *et al.*, *Messages and Meaning/A Guide to Understanding Media*, Elmire., Kendall Publications, n.d., 91 p.
- IVESON, M. and S. ROBINSON, *et al.*, *What's Fair? Magazine/ Unit Guide*, Scarborough, Prentice-Hall, 1993.
- IVESON, M. and S. ROBINSON, *et al.*, *People Profiles Magazine/ Unit Guide*, Scarborough, Prentice-Hall, 1993.
- JEROKSKI, S., *et al.*, *Speak for Yourself*, Scarborough, Ont., Nelson, 1990, 237 p.
- KELLOW, B. and J. KRISAK, *Prose: Short Forms*, Toronto, Prentice-Hall, 1990.
- ROBINSON, S.D., *et al.*, *Bridges 3*, Toronto, Prentice-Hall, 1986.
- ROBINSON, S.D., *et al.*, *Bridges 4*, Toronto, Prentice-Hall, 1987.
- ROBINSON, S.D., *Fast Forward /Destinations*, Scarborough, Prentice- Hall, 1989.
- Ministry of Education and Training, *Media Literacy Resource Guide, Intermediate/Senior Division*, Toronto, Queen's Printer, 1989.

Human

- S guest speaker from a local radio and/or television station
- S other students (e.g. members of a technical club) may be invited to share their expertise
- S members of the community may be interviewed and share their knowledge and experiences with students
- S guest speaker from a local newspaper and/or radio or television station
- S guest speaker from the promotional department of a local business

Material

- S cameras, television sets, VCR, cassette players, computers, scanners, photocopying machine, CD-ROM, Internet, posters (poster boards), bristol board, markers, pens

Technological

- Reading TV*, NFB, CO194 150/EC005, 51min.,s.d.
- Career Gateway
<http://www.edu.gov.on.ca/eng/career>
- The Globe and Mail
<http://www.GlobeAndMail.CA/>
- HRDC
<http://www.schoolfender.com/carreer/quiz.htm>

Media Awareness Network

<http://www.media-awareness.ca/>

The Montreal Gazette

<http://www.montrealgazette.com/>

The Ottawa Citizen

<http://www.ottawa.citizen.com>

SchoolNet

<http://www.schoolnet.ca/>

The Toronto Star

<http://www.thestar.com>

ACTIVITY INFORMATION EAE1D 5.1

WHO's in the News?

1. Time

200 - 240 minutes

2. Description

In this activity, students will review their television viewing habits. They will examine real and literary figures and prepare a mock interview that is presented as a dramatized skit or recorded on cassette or video-tape (depending on the equipment to which students have access).

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall expectations: EAE1D-LR-OE.1 - 2 - 4

Specific expectations: EAE1D-LR-For.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Str.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.1 - 2 - 3 - 5 - 7 - 8 - 10 - 11 - 12 - 13 - 15 - 16

Strand: Writing

Overall expectations: EAE1D-W-OE.1 - 3 - 5 - 6

Specific expectations: EAE1D-W-For.1 - 3 - 5 - 7 - 8 - 11 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.1 - 2 - 3 - 5 - 7 - 9

EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

EAE1D-W-Res.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-For.List.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-O-Spea.1 - 3 - 4 - 5 - 6 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2 - 3 - 4

EAE1D-M-Inv.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-M-Crit.1 - 2 - 3 - 4 - 5

4. Planning Notes

- S prepare questionnaire for students' self-assessment of viewing habits
- S reserve audio cassettes, VCR, etc.
- S collect magazines and journals
- S prepare schedule for presentations

5. Prior Knowledge Required

- S compare media texts, identifying main idea and supporting details
- S demonstrate the ability to express ideas clearly and coherently for a specific purpose and audience

6. Activity Instructions

Step A: Self-Assessment/Brainstorming

Teacher: Surveys students' viewing (television) habits. (Provides students with a questionnaire.)

Students: Complete a chart or questionnaire on their viewing habits in which they identify:

- S number of hours/day/week that they watch television,
- S number of hours/day/week they watched television as children,
- S types of television programs that they now watch.

(The questionnaire may be expanded and students identify magazines and newspapers that they receive at home and that they read. They identify radio shows to which they listen. They list the number of hours that they surf the Internet.)

Students: Brainstorm in groups and share their information with others.

Students: Compile a list of available media, and, in groups, they will define or explain what a medium is.

Students: Write an opinion or text in their journal on the impact of the media in their daily lives.

Step B: Self-Assessment/Speaking/Listening

Teacher: Asks students to complete an inventory of their skills in using the media and in identifying those to which they have access.

Students: Working in small groups, prepare an assessment chart.

Students: Identify in their charts the various media that they employ.

Students: Describe their skill level in using each medium.

Students: Identify a medium, or the media to which they have little or no access; define their skills or lack of skills at these.

Students: Will store these assessment sheets for re-assessment towards the end of the course.

Step C: Brainstorming/Speaking/Listening

Teacher: Asks students to compile a list of their heroes or of people they admire: e.g. sports and entertainment figures, family members, people in the community, etc.

- Students: Working in small groups, compile a list of these names.
- Students: Identify, in point form, reasons for their selections.
- Students: Identify the medium or the media where these people might appear. (Writers, radio broadcasters, newspaper columnists are not to be excluded.) Students will identify names of some of these people in another column as included in the checklist.

Step D: Brainstorming/Reading/Viewing/Listening

- Teacher: Directs students to focus on one hero/heroine or celebrity and to locate information about that person in a variety of media..
- Students: After consulting with members of their group, focus on one hero/heroine or celebrity.
- Students: Brainstorm and search (at school, at home, in the community) for references to this person in the various media.
- Students: Gather information from different sources, and compare the treatment or exposure each medium devotes to the celebrities the students have chosen (e.g. after some searching, students might discover that their sports heroes may not receive the same “treatment” or coverage from a news magazine as they do from a sports magazine.)

Step E: Reading/Viewing/Listening/Speaking

- Teacher: Asks students to compare the amount of coverage and the kinds of coverage that different media apply to their heroes or celebrities.
- Students: Begin to identify sources (in the media) for their information.
- Students: Focus on one event or accomplishment by their hero/heroine and read (or view, or listen if tapes are available) reports from different sources.
- Students: Question why the different media do not provide the same amount of coverage.
- Students: Brainstorm in groups to suggest answers to the above.

Step F: Thinking/Writing/Speaking

- Teacher: Assigns students work on composing a short biography of their heroes (or their favourite celebrities).
- Students: Review the lists of their heroes and they prepare a list of their accomplishments.
- Students: Work within their groups and prepare a survey or a questionnaire in which their heroes are compared to others, perhaps those in the same profession, e.g.
 - S is the sports hero the best in the game?
 - S who would be his/her greatest rival?
 - S what is his/her greatest contribution to the sport?
- Students: Compose similar questions if their heroes are not sports figures.
- Students: Conduct a survey (with other groups, with other students in school, with friends and family members) in which the same questions are asked. Students note the responses. The students compile the results and prepare a response to specific details in their surveys.

Step G: Reading/Speaking

- Teacher: Provides students with models of stories of heroes that are in print. The students are instructed to read some of these stories (see “Resources” at end of this activity).

Teacher: Asks students to begin to write either a brief biography or an interview for a school magazine. Students focus on their heroes or celebrities and choose one. Then they select one major accomplishment or feat about which to write.

Students: Choose a form: either a mock interview or a short narrative to describe their hero's exploits.

Step H: Reading/Speaking/Listening

Teacher: Asks students to prepare an oral presentation on their heroes. The teacher specifies a time limit (two or three minutes).

Students: Individually, search for material on their subject.

Students: In groups, seek input from fellow students in the selection of their material.

Students: Compose a brief text (biography of or interview with their hero).

Step I: Speaking/Listening/Recording

Teacher: Specifies a medium in which the presentation is to be made: e.g. a cassette for a radio production or a video if the equipment is available. If material resources are not available, a simple reading or dramatized interview may be presented.

Students: Recruit partners from their groups for help in conducting their interviews.

Students: Recruit help from others to handle the technical equipment.

Step J: Revision

Teacher: Establishes a schedule of presentations. The teacher conferences with and guides students in their preparation.

Teacher: With input from the students, prepares a checklist for the evaluation of the presentations.

Students: Working with their groups, finalize their texts.

Students: Check, within the groups, that a suitable level of language is used in presentations. If visuals are used, students check for spelling, grammar and correct usage.

Step K: Oral/Video Presentations/Peer Evaluation

Teacher: Provides and explains the evaluation checklist.

Students: Who are listening or viewing presentations, evaluate the presentations as they follow the checklist provided by the teacher.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategies	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	self-assessment, brainstorming	individual	observation	diagnostic/ formative
Step B	self-assessment, speaking, listening	small groups	observation	formative
Step C	brainstorming, speaking, listening	small groups	observation	formative
Step D	brainstorming, reading, viewing, listening	group	observation	formative
Step E	reading, viewing, listening, speaking	group	checklist	formative
Step F	thinking, writing, speaking	group	checklist	formative
Step G	reading, speaking	individual	observation	formative
Step H	reading, speaking, listening	individual and in groups	observation	formative
Step I	speaking, listening, recording	group	checklist	formative
Step J	preparations and evaluation procedures	group	observation	formative
Step K	oral/video presentations peer evaluation	individual/with group help	grid	summative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

DEE, Garrett, S, *et al.*, *Messages and Meaning/A Guide to Understanding Media*, Elmira, Kendall Publications, n.d., 91 p.

IVESON, M and S. ROBINSON, *Heroic Adventures Magazine* (MultiSource Series), Toronto, Prentice-Hall, 1993.

IVESON, M and S. ROBINSON, *People Profiles Magazine* (MultiSource Series), Toronto, Prentice-Hall, 1993.

Human

S students may call on members of their family or members of the community to participate in their surveys and questionnaires.

Material

S cassettes and tapes, video camera, if available, to record interviews.

Technological

Reading TV, NFB, CO194 150/EC005, 51min.,s.d.

The Globe and Mail

<http://www.GlobeAndMail.CA/>

Media Awareness Network

<http://www.media-awareness.ca/>

The Montreal Gazette

<http://www.montrealgazette.com/>

The Ottawa Citizen

<http://www.ottawa.citizen.com>

SchoolNet

<http://www.schoolnet.ca/>

The Toronto Star

<http://www.thestar.com>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 5.2

WHAT's Happening?

1. Time

150 - 180 minutes

2. Description

In this activity, students will respond to the influence of the media (particularly television) on them and on society. Students will watch television programs at home and they will watch some videos at school. Students will be required to video-tape short segments of programs to use in the classroom. Students will be asked to distinguish between fact and fiction.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall expectations: EAE1D-LR-OE.1 - 2 - 4

Specific expectations: EAE1D-LR-For.1 - 3 - 5 - 6 - 7 - 8
EAE1D-LR-Str.1 - 3 - 4 - 5 - 6 - 7 - 8
EAE1D-LR-Inv.1 - 2 - 3 - 7 - 10 - 11 - 13 - 15

Strand: Writing

Overall expectations: EAE1D-W-OE.1 - 3 - 5 - 6

Specific expectations: EAE1D-W-For.1 - 3 - 5 - 6 - 7 - 8 - 12 - 13 - 14
EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7
EAE1D-W-Gram.1 - 2 - 3 - 5 - 7 - 9
EAE1D-W-Crit.1 - 2 - 3 - 4 - 5
EAE1D-W-Res.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-For.List.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8
EAE1D-O-Spea.1 - 3 - 4 - 5 - 6 - 9
EAE1D-O-GrSk.1 - 2 - 3
EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2 - 3 - 4
EAE1D-M-Inv.1 - 2 - 3 - 4 - 5 - 6 - 7
EAE1D-M-Crit.1 - 2 - 3 - 4 - 5

4. Planning Notes

- S reserve audio cassettes
- S prepare questions for learning log
- S reserve VCR and prepare a schedule for students
- S may have to notify parents that students will have some television viewing for homework

5. Prior Knowledge Required

- S listen to oral communication for a variety of purposes
- S view critically a variety of media works

6. Activity Instructions

Step A: Speaking/Listening/Brainstorming

Teacher: Asks students to respond to the questions in written or oral form about the media's influence in their lives.

Students: In groups, brainstorm a number of areas where the media influence values and lifestyles: e.g. heroes, food and beverage preferences, clothing, music, language, other categories raised by the students.

Students: Share their opinions and information with other groups using the jigsaw method of collaborative learning.

Students: For homework, the students identify their (three or five) favourite television programs. They describe the characters, their clothing, their pet expressions...any distinguishing features of the program.

Step B: Thinking/Brainstorming

Students: Identify three to five television programs (past or present) that they watch that are similar in type (e.g. - court room dramas, hospital dramas, comedies, science fiction).

Teacher: Asks students to find common links between these programs (e.g. programs have similar themes, or similar conflicts, similar characters.)

Students: Working in groups, identify a number of television programs and brainstorm in an effort to find similarities between these shows.

Students: Prepare a chart with common categories in which they identify similarities of the programs (e.g. number of characters in each show, one major star or character, one major antagonist, ...).

Step C: Organizing/Thinking

Teacher: Asks students to distinguish between fact and fiction.

Students: Select (three to five) television dramas or comedies, perhaps same as above.

Teacher: Directs students to examine the characters and their situations carefully.

Students: Examine the lives of the characters and comment on whether the characters are realistic or not. The students must compare situations, work, dress, relationships...

Students: Compile a list of critical questions that address unrealistic situations or behaviour in these programs: e.g., do these characters work for a living?

Step D: Reading/Viewing/Speaking/Listening

Teacher: Asks students to read a report or an essay on television viewing habits. The essay by Harry Waters “*What TV Does to Kids*” may be used for this task. The teacher may have essays in his/her own collection.

Students: Read the essay, and in groups, list some of the words or phrases or references with which they are not familiar (e.g. A. C. Nielsen ratings).

Teacher: And/or students explain these. Then, students discuss the content, the thesis, the author’s purpose.

Students: In groups, address the question: does television exert a powerful influence over our lives? If the School Board has the resources, the teacher shows a video along the theme of the influence of television. (e.g. “*Watching TV*”, N.F.B. # C9194067/EC005). (Viewer discretion is advised).

Students: Are forced to examine the effects of television violence on viewers.

Step E: Thinking/Speaking/Listening/Writing

Teacher: Assigns the writing of an exposition on the influence of television on our lives.

Teacher: Directs students to write a multi-paragraph essay. (This could be a three paragraph essay in which students are directed to write how television shows,

- influence behaviour
- influence dress codes
- influence attitudes
- influence language, etc.)

Students: Review their notes on previous steps in this activity. They decide on categories or aspects about which they will write.

Students: Brainstorm, looking for ideas and examples about which to write.

Students: Discuss the topic in their groups.

Students: Write a draft on the influence of television.

Step F: Reading/Speaking

Teacher: Reminds students to distinguish between fact and opinion and to provide examples in support of their thesis (e.g. if students have access to statistics, then use these; otherwise, students must recognize that they are offering opinions).

Students: Share their initial draft with two or three others.

Students: Check these for content (clarity and unity of idea), for coherence (different ideas in separate paragraphs), for emphasis (examples must accompany the opinions or ideas expressed).

Step G: Revising/Editing/Publishing

Teacher: Offers to conference with students who may require serious revisions to be implemented.

Students: In groups of three or four, rotate their papers so that others can offer help in editing and in proofreading. In publishing, the students read some of their ideas aloud to the larger group.

Teacher: Will post the essays on the bulletin board.

Step H: Oral/Video Presentation

Teacher: Will schedule presentations by students (depending on time).

Students: Illustrate ideas that appear in their expositions by showing taped examples. These examples should be limited in number and they should be brief excerpts (a minute or two).

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategies	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	speaking, listening thinking	individual	observation	diagnostic
Step B	speaking, listening note-taking	group	observation	formative
Step C	thinking, comparing	group	observation	formative
Step D	reading, viewing, speaking, listening	group	observation	formative
Step E	thinking, speaking listening, writing	group and individual	observation	formative
Step F	reading, speaking	groups of 3 or 4	checklist	formative
Step G	revising, editing, publishing	groups of 3 or 4	checklist	summative
Step H	oral/video presentation	individual, with help from a partner	checklist	peer evaluation

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

SCHRANK, Jeffrey, “An Attack on TV”, *Accelerate: Destinations*, Toronto, Prentice-Hall, 1990, pp. 77-80.

WATERS, Harry, “What TV Does to Kids”, *Essays: Patterns and Perspective*, Toronto, Oxford University Press, 1992, pp. 41-44.

Human

Speakers from the community (e.g., an employee from a local radio and/or television station)

Technological

“*Constructing Reality: Exploring Media Issues in Documentary*”, National Film Board of Canada Series, # 193C 9193062/EC005

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 5.2.1: Achievement Chart - WHAT’s Happening?

Achievement Chart - WHAT's Happening?

Appendix EAE1D 5.2.1

<p><i>Assessment Techniques: diagnostic - formative - summative .</i></p> <p><i>Strand: Literature Studies and Reading</i> <i>Overall Expectations: EAE1D-LR-OE.1 - 2 - 4</i></p> <p><i>Strand: Writing</i> <i>Overall Expectations: EAE1D-W-OE.1 - 3 - 4 - 5 - 6</i></p> <p><i>Strand: Media Studies</i> <i>Overall Expectations: EAE1D-M-OE.1 - 2 - 4</i></p> <p><i>Student Task: Writing a multi-paragraph persuasive text</i></p>				
<i>Categories and criteria</i>	<i>50 - 59 % Level 1</i>	<i>60 - 69 % Level 2</i>	<i>70 - 79 % Level 3</i>	<i>80 - 100 % Level 4</i>
Knowledge/Understanding				
<p>The student: - demonstrates understanding of expository writing and conventions of the media and of the relationship between audience and purpose - demonstrates understanding of the use of persuasive devices to defend an opinion and of media techniques for impact</p>	<p>the student demonstrates limited knowledge of expository writing and conventions and limited understanding of the relationship between audience and purpose in the media and of the use of persuasive devices and media techniques</p>	<p>the student demonstrates some knowledge of expository writing and conventions and some understanding of the relationship between audience and purpose in the media and of the use of persuasive devices and media techniques</p>	<p>the student demonstrates considerable knowledge of expository writing and conventions and considerable understanding of the relationship between audience and purpose in the media and of the use of persuasive devices and media techniques</p>	<p>the student demonstrates thorough knowledge of expository writing and conventions and thorough understanding of the relationship between audience and purpose in the media and of the use of persuasive devices and media techniques</p>
Thinking/Inquiry				
<p>The student: - writes a multi-paragraph persuasive text - applies inquiry skills to infer, analyse and assess ideas and information in print and media texts, drawing own conclusions on the influence of television</p>	<p>The student uses critical thinking skills with limited effectiveness and applies few of the inquiry skills</p>	<p>The student uses critical thinking skills with moderate effectiveness and applies some of the inquiry skills</p>	<p>The student uses critical thinking skills with considerable effectiveness and applies most of the inquiry skills</p>	<p>The student uses critical thinking skills with a high degree of effectiveness and applies all or almost all of the inquiry skills</p>

<i>Communication</i>				
The student: - communicates opinions in response to print and media texts - communicates with a sense of the use of formal diction and examples for persuasion - demonstrates command of the multi-paragraph text	The student communicates with limited clarity and with a limited sense of formal diction and persuasion, demonstrating limited command of form	The student communicates with some clarity and with some sense of formal diction and persuasion, demonstrating moderate command of form	The student communicates with considerable clarity and with a clear sense of formal diction and persuasion, demonstrating considerable command of form	The student communicates with a high degree of clarity and confidence and with a strong sense of formal diction and persuasion, demonstrating extensive command of form
<i>Application</i>				
The student: - uses knowledge of spelling, punctuation and grammar - uses reading skills to distinguish between fact and opinion in an essay - uses a writing process to brainstorm, draft conference, revise and edit - makes connections between his/her favourite programs and his/her conclusions about the influence of television	The student uses language conventions, steps of a writing process and reading skills with limited accuracy and effectiveness , and makes connections with limited effectiveness	The student uses language conventions, steps of a writing process and reading skills with some accuracy and effectiveness , and makes connections with some effectiveness	The student uses language conventions, steps of a writing process and reading skills with considerable accuracy and effectiveness , and makes connections with considerable effectiveness	The student uses language conventions, steps of a writing process and reading skills accurately and effectively all or almost all of the time , and makes connections effectively
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY INFORMATION EAE1D 5.3

WHERE Am I Going?

1. Time

200 - 240 minutes

2. Description

In this activity, students will organize a “Careers Day” for their class. Various tasks and jobs will be assigned. Some use of audio-visual equipment will also be required as students will record presentations by guest speakers. Guests will be recruited from the school and from the community (families, friends, neighbours).

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall expectations: EAE1D-LR-OE.1 - 2 - 4

Specific expectations: EAE1D-LR-For.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Str.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.1 - 2 - 3 - 7 - 8 - 10 - 11 - 12 - 13 - 15 - 16

Strand: Writing

Overall expectations: EAE1D-W-OE.1 - 3 - 5 - 6

Specific expectations: EAE1D-W-For.1 - 3 - 5 - 6 - 7 - 8 - 11 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.1 - 2 - 3 - 5 - 7 - 9

EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

EAE1D-W-Res.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-For.List.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-O-Spea.1 - 3 - 4 - 5 - 6 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2 - 3 - 4
EAE1D-M-Inv.1 - 2 - 3 - 4 - 5 - 6 - 7
EAE1D-M-Crit.1 - 2 - 3 - 4 - 5

4. Planning Notes

- S reserve VCR and cassette tape players
- S reserve and schedule time for students to meet their obligations
- S invitations and thank you notes will be required
- S develop carefully a checklist of tasks and responsibilities.

5. Prior Knowledge Required

- S have acquired some communication skills, be prepared to contact adults in the community
- S have acquired some social skills in greeting and thanking guests
- S have acquired some basic skills in operating audio-visual equipment

6. Activity Instructions

Step A: Thinking/Writing

- Teacher: Asks students to review their backgrounds and to look into the past to answer the question, Where have I been and what have I done?
- Students: Brainstorm, and, individually, respond in their journals, describing their personal histories (e.g., they might describe trips or adventures or projects in which they have participated).
- Students: Examine their current situations: are they currently volunteering or working in the community? Do they anticipate getting a job in the near future?
- Students: Describe themselves. They enumerate and assess their skills (e.g., academic, relationships).
- Students: Review from the Poetry unit their “Odyssey,” and reflect on how life is a journey.

Step B: Thinking/Charting

- Teacher: Asks students to reflect on their heroes, past and present.
- Teacher: Introduces the myth of Ulysses, the Greek hero. The teacher explains Ulysses’ Odyssey.
- Students: Reflect on the parallel between Ulysses and themselves. If life is a journey, students will encounter obstacles and difficulties along the way.
- Students: Will identify a goal that they have set for themselves. As Ulysses experienced, the return trip home was filled with risks and obstacles and adventures.

- Students: Brainstorm and identify some of these:
- S risk-taking: does this involve future employment? a vocation?
 - S obstacles: do friends and parents approve?
 - S adventures: excitement of post-secondary education? meeting new people?
- Students: Draw a graph in which they plot possible outcomes along their (future) path.

Step C: Brainstorming/Reading/Writing/Speaking

- Teacher: Asks students to compile a list of careers and to identify specific jobs related to those careers.
- Students: Read pamphlets or articles or conduct research to identify other careers and job descriptions.
- Students: Identify a variety of careers. They focus on those that are of interest to them. Students should not limit themselves to one or two but expand their lists to five or six.
- Students: List careers in columns and under each list specific jobs: e.g.:
- S NHL hockey player
 - S coach, manager
 - S administration (public relations)
 - S trainer, equipment manager, manager, arena managing
 - S secretary, agent, accountant, consultant
 - S broadcaster, sportswriter, photographer, camera crew
 - S etc.
- Students: Share their lists with members of their group; add information to their own. Students then share their ideas and expand their own lists with the entire class.

Step D: Brainstorming/Speaking

- Teacher: Asks students to prepare a mini-Careers Day for their class and to identify guest speakers.
- Teacher: Asks students to brainstorm and to identify someone (one person per group) whom they would invite to speak to the class (15 to 20 minute presentation, including question and answer session).
- Students: Brainstorm in groups and think of two or three people from the community.
- Students: In the larger group, students make sure that there is no overlapping (different careers are recommended).

Step E: Organizing/Speaking/Writing

- Teacher: Asks students to identify tasks and to assign these duties to different groups.
- Students: Identify different tasks (e.g. inviting guests, setting up schedules, welcoming committees, promotion/public relations, organizing equipment.)
- Students: Set about organizing. Each group will invite one guest (in school, there are always teachers, teacher's aids, secretaries, janitors who may be available). Students might identify a member of the family, a friend, a neighbour who might also be available.
- Students: In groups, prepare invitations: one will be an oral (personal) invitation, the other will be written. Students will compose the text. Later, students will write a thank you note.

Step F: Advertising/Writing

Teacher: Asks students to promote the event (Careers Day or Careers Week).

Teacher: Reviews the elements of presenting successful promotional ads.

Students: From each group, prepare a poster or a flyer to publicize the event.

Students: Prepare a collage with photos representing different jobs, careers.

Students: Prepare a sign board (on bristol board) identifying the speaker and the topic (this to be prepared closer to presentation date).

Step G: Writing/Speaking

Teacher: Asks students to publicize their project.

Students: Prepare a News Bulletin or a Press Conference. This may be simulated in the classroom. The News Bulletin will be a written text to be submitted to the school paper (or to home rooms).

Step H: Video Taping/Listening/Speaking

Teacher: Assigns each group the task of recording its guest. (Reminds students that permission must be obtained from guest before hand).

Students: In groups of four or five, identify and assign tasks to each member of the group. Students will identify materials and equipment they will require. With teacher's help, students will reserve and borrow necessary equipment.

On the presentation day:

Students: Will have a welcoming committee in place; a student will introduce the guest, another will thank the guest.

Students: Will have a crew in place to photograph, to record (on cassette) and/or to video tape the presentation.

Students: Will write a thank you note (or notes).

Step I: Speaking/Listening/Writing

Teacher: Asks students to follow up group presentations by writing a report that includes all presentations.

Students: Keep notes of each presentation.

Students: In groups, identify categories their reports should include: e.g. what they learned about careers of various speakers.

Students: Should also assess what they personally learned in the process of organizing such an event.

Students: Collaboratively write and submit a report for each group.

Students: Include recommendations for organizing future projects.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategies	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	brainstorming, thinking writing	individual	self-assessment	formative
Step B	thinking, charting	individual	observation	formative
Step C	brainstorming, thinking, writing, speaking	group	observation	formative
Step D	brainstorming, speaking	group	observation	formative
Step E	organizing, speaking writing	group	observation	formative
Step F	advertising, writing	group	checklist	formative
Step G	writing, speaking	group	checklist	formative
Step H	videotaping, listening,	group	checklist	summative
Step I	speaking, listening, writing	group	checklist	formative

8. Resources

In this activity, the teacher selects from the following resources:

Human

S students will invite guest speakers from the community. These may include teachers and other staff from the school, family, friends, neighbours.

Material

S envelopes, paper and thank you notes, posters and flyers, pens, markers, etc.

Technological

S computer desktop publishing programs

Career Gateway

<http://www.edu.gov.on.ca/eng/careerHRDC>

<http://www.schoolfinder.com./career/quiz.htm>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 5.4

WHEN Is It Real?

1. Time

180-200 minutes

2. Description

In this activity, students will read, view and listen to different commercials in various media. They will have to compare and analyse texts from print and from radio and television. They will develop critical thinking skills as they attempt to distinguish fact from fiction.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall expectations: EAE1D-LR-OE.1 - 2 - 4

Specific expectations: EAE1D-LR-For.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Str.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.1 - 2 - 3 - 10 - 11 - 12 - 13 - 15 - 16

Strand: Writing

Overall expectations: EAE1D-W-OE.1 - 3 - 5 - 6

Specific expectations: EAE1D-W-For.1 - 3 - 5 - 6 - 7 - 8 - 11 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.1 - 2 - 3 - 5 - 7 - 9

EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

EAE1D-W-Res.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-For.List.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-O-Spea.1 - 3 - 4 - 5 - 6 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2 - 3 - 4

EAE1D-M-Inv.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-M-Crit.1 - 2 - 3 - 4 - 5

4. Planning Notes

- S reserve audio cassettes and VCR
- S rent videos (if necessary)
- S maintain an assortment of magazines and newspapers
- S collect reviews of programs and movies (either in print or taped from television and radio)

5. Prior Knowledge Required

- S have acquired note-taking skills
- S develop critical thinking skills

6. Activity Instructions

Step A: Reading/Thinking/Speaking

Teacher: Presents students with some exercises in which students distinguish between fact and opinion.

Students: Are invited to draft a list of statements (perhaps 10 to 20) in which they provide a mixture of opinions and facts. For homework, students are to watch commercials on television. They must identify a number (perhaps 10 commercials) and categorize them as fact or opinion. Students draw columns and identify, in point form, why the commercials are factual or why they are based on opinion. Students share their information within their groups the next day.

Step B: Reading/Viewing/Listening/Thinking

Teacher: Asks students to search through print materials, or to observe signs and billboards along the roadway.

Students: In groups, search through print materials (magazines, newspapers) and identify advertisements that are factual and advertisements that are based on opinion (or appeal to emotion). They should identify eight to ten advertisements.

Students: Brainstorm and list billboards or signs along the roadway. They identify whether these are based on fact or on opinion. (Students might be asked to note five to ten signs or billboards on their way to and from school and to identify whether they appeal to fact or to fiction.)

Students: Listen to the radio, and, in their notebooks, identify five to ten announcements for commercials. Students classify these as above.

Step C: Listening/Writing/Speaking

Teacher: Asks students to examine programs on radio.

Students: Are asked to listen to the radio over a period of two or three days (especially on weekends or in the evening).

Students: Are to identify five radio shows by title, and, in their notebooks, keep track of names of hosts or broadcasters, identify the type of show and identify the theme of the program.

Students: Are invited to share their information with other groups.

Students: Identify different types of shows: talk shows, phone-ins, documentaries, music anthologies, news broadcasts, etc.

Students: Log their “radio hours”: e.g. when do they listen? How many minutes/hours per day? To what do they listen? Why?

Step D: Viewing/Listening/Note-taking

Teacher: Assigns an evening of television viewing for students.

Students: In their notebooks, keep track of programs they watch (some students may have access to a large number of channels, others may be more limited in their selection).

Students: Identify different kinds of programs: e.g. news programs, documentaries, soap operas, comedies, drama, movies, talk shows.

Students: Make up a chart and identify at least five different kinds of television shows. Students give the times that these shows are aired and provide some explanations for this.

Students: Draw up a list of their ten favourite television programs in order of preference. For each, they identify the main character(s), they describe the set (setting), they describe an expression their favourite character uses, they describe a gesture the character uses, they describe the character’s uniform or costume. Students may add any other relevant category.

Students: Share their information, surveys, charts with their groups.

Step E: Viewing/Reading/Listening/Thinking

Teacher: Asks students (working in groups) to do a comparative study of three media. The students are instructed to select a news event, and, over a period of two or three days, to follow its coverage in the newspaper, on the radio and on television.

Students: Try to detect bias in the reporting. Likewise, for the students who have access to a number of television channels, they might compare coverage of the same event by different networks. One network may emanate from the U.S., the other from Canada, or students may compare reporting from Radio Canada en français with the reporting from one of the English networks.

Students: Collect examples of differences in the reporting (taping from the radio or television, cutting columns and photos from a newspaper or magazine.)

Students: Then make their presentations to the class.

Step F: Viewing/Writing

Teacher: Asks students to read reviews of movies or television programs. The teacher compiles reviews from magazines or newspapers.

Teacher: Asks students to watch a movie (at a cinema or on television) and to review the film.

Teacher: Provides a general checklist for students to follow:

- e.g. - identifying the film
- categorizing the type of film (comedy, action, drama)
- writing the theme of movie in one sentence
- making reference to strengths and weaknesses

- characterizations by cast
- setting and atmosphere, cinematography, special effects
- plot line and conflicts
- sound track: music, sound effects
- emotional appeal
- closing statement with comment on film's effectiveness.

Students: View a movie (at home, at school, or at the cinema).

Students: Review the movie in groups, if all students have seen the same movie.

Students: Collaboratively write a review on the movie.

Students: Submit their review to the teacher and this is shared with the class for discussion and peer assessment.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategies	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, thinking, speaking	individual and in groups	observation	formative
Step B	reading, viewing, listening, thinking	group	observation	formative
Step C	listening, writing speaking	individual and in groups	observation	formative
Step D	viewing, listening, note-taking	individual and in groups	checklist	formative
Step E	viewing, reading, listening, thinking	individual and in groups	checklist	formative
Step F	viewing, writing	group	grid	summative (peer evaluation)

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

BARKER-SANDBROOK, Judith, "A Potpourri of Guides and Tips", *Essays: Patterns and Perspectives*, Toronto, Oxford University Press, 1992, pp. 179-191.

ROBINSON, S.D., *et al*, *Bridges 3*, Scarborough, Prentice-Hall, 1986, pp. 48-59.

Human

S guest speakers from the community (e.g., from the promotional department of a local business)

Material

S cassettes and video tapes

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 5.5

WHY Do I Think So?

1. Time

150-180 minutes

2. Description

In this activity, students will develop their media literacy by reading, viewing and listening to news. Students will focus more specifically on the newspaper and they will write news stories featuring the Five W's and opinion texts.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall expectations: EAE1D-LR-OE.1 - 2 - 4

Specific expectations: EAE1D-LR-For.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Str.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.1 - 2 - 3 - 10 - 11 - 12 - 13 - 15 - 16

Strand: Writing

Overall expectations: EAE1D-W-OE.1 - 3 - 5 - 6

Specific expectations: EAE1D-W-For.1 - 3 - 5 - 6 - 7 - 8 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.1 - 2 - 3 - 5 - 7 - 9

EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

EAE1D-W-Res.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-O-Spea.1 - 3 - 4 - 5 - 6 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2 - 3 - 4

EAE1D-M-Inv.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-M-Crit.1 - 2 - 3 - 4 - 5

4. Planning Notes

- S maintain a supply of newspapers and magazines so that students can inform themselves about current issues
- S order a class set of a local newspaper
- S reserve VCR and maintain tapes on current issues in the news
- S have students bring scissors and glue stick to class for cutting out articles, or supply material

5. Prior Knowledge Required

- S have knowledge of literary elements and devices
- S have vocabulary skills
- S identify the main ideas and supporting details in a text

6. Activity Instructions

Step A: Diagnostic Survey

Teacher: Surveys students' reading and viewing habits, asking oral and/or written questions such as:

- Do you get a newspaper at home?
- Do you have the Internet at home?
- Did you watch or listen to a news broadcast yesterday?
- List one national event that was in the news yesterday.
- What kind of news interests you (sports? entertainment?)
- Which medium provides news for you?
- Do you believe everything you read in newspaper?
- Identify three functions of a newspaper.

Teacher: Shares results of survey (without revealing specific names) with students and uses results to lead a discussion that brings students to reflect on the importance of being informed about current events and of being media literate.

Step B: Reading/Exploration

Students: In groups of three or four, read at least three or four news articles (from newspapers, magazines and the Internet on relevant topics) in which the headlines have been purposely left out by the teacher.

Students: Maintain a vocabulary log of new or unfamiliar words.

Students: Confirm reading comprehension by supplying their own headlines and by comparing their headlines with the original headlines.

Teacher: Lists with students' input the difference between headlines and literary titles.

Students: In groups of three or four, read at least two more articles and come up with their own headlines or change existing headlines. Groups share headlines orally, comparing findings informally as a class.

Step C: Reading/Listening/Notetaking/Writing

Students: Read two or three news articles and identify the Five W's (Who? What? When? Where? Why? How?)

Teacher: Explains the differences between "hard" news stories (those dealing with the Five W's and the "soft" news stories (e.g. features, entertainment stories, etc.) emphasizing differences in purpose and audience.

Teacher: Dictates three news happening in chronological order from past news stories.

Students: Take notes and compose the "leads" (opening paragraph) for these stories and the headlines.

Students: Compare their responses with the original stories

Teacher: Reviews the "upside-down pyramid" styles of news stories (from the most important details to the least important) based on a story from a local newspaper.

Students: Compose a complete news story, based on their notetaking, of one of the three news happening dictated earlier.

Students: Present the news story with headline, narrow columns, picture and caption.

Step D: Reading/Listening/Viewing/Speaking

Teacher: Asks students to identify opinion columns.

Students: In groups, read these opinion columns, identify main and supporting ideas and differentiate between opinions and facts.

Teacher: Explains that some columnists produce editorials or opinion columns on a daily basis, others on a weekly basis. Some guests write a monthly column.

Students: Working in groups, will examine these essays and identify opinions (or emotional appeal) expressed.

Students: Will apply these criteria (use of facts) to talk shows: e.g. What are the facts? Where are the statistics? What evidence is used?

Students: In groups, will come to conclusions about the roles of emotions and facts, and how these are used in radio or television talk shows.

Step E: Reading/Listening/Writing

Teacher: Prepares students to write an opinion text of three paragraphs long.

Teacher: Asks students to focus on one issue from lists they have prepared, and to write their opinions on this issue.

Students: Identify a topic (or an issue) that is interesting. In their groups, students will take turns expressing opinions that are relevant to the topic they have chosen.

Students: In groups, will brainstorm to identify sources: e.g. textbooks, newspapers, magazines, Web sites, people in their community, radio television.

Students: Individually, write an opening paragraph (begin with an attention-getting statement and add the main idea with their position on the issue).

Step F: Writing/Thinking

Teacher: Instructs four or five students to write their opening sentences or paragraphs on the blackboard (or overhead transparency). This must be done at the very outset of the period.

- Teacher: Leads students to identify the main idea, the position of the writer and, perhaps, the author's purpose in writing on this topic.
- Students: Assess these introductions and provide positive criticism as to the clarity and scope of topics. Some students may have to narrow the focus of their topic.
- Teacher: Instructs students to revise their introductions and to write a body paragraph: e.g.,
- S paragraph 1: introduction
 - S paragraph 2: ideas or opinions developed with examples, illustrations or statistics, in one paragraph
 - S paragraph 3: a summary statement, plus an added perspective to the issue.

Step G: Reading/Revising

- Teacher: Distributes a checklist to all students to help them check their classmates' opinion texts:
- is the introduction clear and interesting?
 - does the body contain examples, illustrations, statistics?
 - is the conclusion forceful?
- Students: Rotate texts in their groups (or with other groups).
- Students: Follow the teacher's checklist, noting omissions from the text.
- Students: Make suggestions in point form on the drafts.
- Students: Return the drafts.
- Students: Revise, proofread and re-submit opinion texts for evaluation by other students and teacher.

Step H: Speaking/Publishing

- Teacher: Returns opinion texts with student and teacher comments. The comments focus on the ideas or opinions in a positive way.
- Students: Will produce a class anthology of opinion texts that will be read to the class on successive days (four per day) by the writer.
- Students: Debate informally the ideas and opinions expressed.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategies	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	reading, viewing	individual	survey	diagnostic
Step B	reading	group/work vocabulary	multiple choice	formative
Step C	reading, listening, notetaking, writing	individual	observation	formative

Step D	reading, listening, group/individual viewing, speaking	observation	formative
Step E	reading, listening group	observation	formative
Step F	writing/thinking individual/group	checklist	summative/ peer evaluation
Step G	reading/revising, group/individual	checklist	summative
Step H	speaking/ publishing individual/group	observation	formative
Step I	(see activity 5.7)		

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

KELLOW, Brian and John KRISAK, *Prose: Short Forms*, Toronto, Prentice-Hall, 1990.

Material

S computer classroom

Technological

Reading TV, NFB, CO194 150/EC005, 51min.,s.d.

The Globe and Mail

<http://www.GlobeAndMail.CA/>

Media Awareness Network

<http://www.media-awareness.ca/>

The Montreal Gazette

<http://www.montrealgazette.com/>

The Ottawa Citizen

<http://www.ottawa.citizen.com>

SchoolNet

<http://www.schoolnet.ca/>

The Toronto Star

<http://www.thestar.com>

9. Appendices

(space reserved for the teacher to add his/her own appendices)

ACTIVITY INFORMATION EAE1D 5.6

HOW to Make the Big Sale

1. Time

150-180 minutes

2. Description

In this activity, students will analyse commercials and news events. They will be asked to think about who makes the news, and they will apply the Five W's to their analyses of the news. Students will present examples of these to their classmates.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall expectations: EAE1D-LR-OE.1 - 2 - 4

Specific expectations: EAE1D-LR-For.1 - 3 - 5 - 7 - 8

EAE1D-LR-Str.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.1 - 2 - 10 - 12 - 13 - 15

Strand: Writing

Overall expectations: EAE1D-W-OE.1 - 3 - 5 - 6

Specific expectations: EAE1D-W-For.1 - 3 - 5 - 6 - 7 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.1 - 2 - 3 - 5 - 7 - 9

EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

EAE1D-W-Res.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-ForList.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-O-Spea.1 - 3 - 4 - 5 - 6 - 9

EAE1D-O-GrSk.1 - 2 - 3

EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2 - 3 - 4

EAE1D-M-Inv.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-M-Crit.1 - 2 - 3 - 4 - 5

4. Planning Notes

- S reserve audio cassettes and VCR
- S tape commercials on video cassettes
- S cut out samples of magazine advertisements; keep a stock on hand

5. Prior Knowledge Required

- S know how to use VCR and video machines and cassette recorders to record
- S have knowledge of some news reporting techniques
- S know how to use the Internet and locate Web sites

6. Activity Instructions

Step A: Brainstorming/Advertising in Media

Teacher: Asks students to identify the various media, to identify at least one commercial or advertisement, and to state where or when these are presented.

Students: In groups, brainstorm and prepare a chart in which various media are identified: e.g., newspapers, magazines, radio, television, billboards and signs, posters and flyers, Web sites.

Students: For homework, identify commercials or advertisements, and bring some examples (particularly from print media).

Step B: View/Analyse/List

Teacher: Video-tapes some television commercials and cuts out magazine advertisements to be shown in class.

Students: View or look at these and analyse the advertisements.

Students: With help from the teacher, in their analysis, identify several components of the advertisements or commercials: e.g., television commercial: students describe:

- music or sounds
- images or pictures
- the text or plot line
- people or characters used
- any special effects
- the mood or tone (serious, humorous)
- intended audience
- students comment on excellence of the commercial.

Step C: Viewing/Thinking/Surveying

Teacher: Asks students to prepare their own presentation (a time limit is established).

Students: Will brainstorm and select potential commercials (from television) or advertisements (from magazines) for presentation.

Students: In groups, will assign items to avoid duplication.

- Students: For homework, will video tape or cut out advertisements for their presentations.
- Students: With the help of family and friends, will analyse these advertisements. They will explain how the images or photos were produced (especially when special effects are involved).
- Students: Are asked to think further and to identify images of the consumer or ideas that are sold: (e.g., these running shoes will sell you more than a product; they will sell you the idea or the notion that you can fly, etc..)
- Students: Formulate one such statement.

Step D: Peer Evaluation

- Teacher: Asks students to present and to assess the presentations.
- Students: With a chart or checklist, make their presentations.
- Students: Must identify the target audience or customer with each presentation.
- Students: Assess the presentations according to the checklist provided by the teacher.

Step E: Viewing/Thinking

- Teacher: Asks students to apply the Five W's to the presentation of the commercials.
- Students: In groups, select one of their commercials and they identify or explain:
- Who? or What? (character) is presented?
 - What idea, issue, or product is being raised or sold?
 - Where is the commercial shot?
 - When is the commercial shot? Is there an historical perspective?
 - Why is this idea or issue presented? product sold?
- Students: Make a brief presentation to the class. The blackboard is used as a visual aid.
- Teacher: Asks the students to select a news event and, for homework, to apply the Five W's to the report and to present this to their groups.

Step F: Thinking/Reading/Viewing

- Teacher: Provides students with an opportunity to share their homework information.
- Students: Identify the news event and prepare a chart to summarise the Five W's: e.g.,
- Who is or are involved in the report? "Who" may also identify the reporter at the scene.
 - What is the event?
 - Where is the event occurring?
 - When? Is the event over or is it an on-going story? Is there an end in sight?
 - Why has the network or station chosen to cover this news story?

Step G: Viewing/Listening

- Teacher: Encourages students to analyse the news event or story further by raising other questions.
- Students: Time the event; calculate the amount of time it has been given in the half hour or hour long news program segment.
- Students: Identify whether their news report was the first, second or third item presented.
- Students: Examine the pictures and identify what appears and for how long, and comment on whether there is something else they would like to have seen.
- Students: Question whether the verbal comments relate to the pictures shown.

Students: Question as to who makes the decision to cover or not cover an event, and why.
 Students: Question who makes the news.
 Teacher: Provides a forum for students to exchange ideas.
 Students: With input from the teacher, will provide some answers to questions raised above.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategies	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	brainstorming, advertising in media	individual/group	observation	formative
Step B	viewing, analysing, listing	group	observation	formative
Step C	viewing, thinking, survey	individual	observation	formative
Step D	presenting, peer evaluation	individual	checklist	formative
Step E	viewing, thinking	group/ individual	observation	formative
Step F	thinking, reading, viewing	individual	observation	formative
Step G	viewing, listening	individual	checklist	summative
Step H	brainstorming, thinking, note-taking	individual	checklist	summative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

ROBINSON, S. D., *et al.*, *Bridges 3*, Scarborough, Prentice-Hall, 1986

ROBINSON, S. D., *et al.*, *Bridges 4*, Scarborough, Prentice-Hall, 1987

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Human:

S newspaper, radio, or television reporters

Technological

S Internet and view several Web sites for ideas.

9. Appendices

(space reserved for the teacher to add his/her own appendices)

Appendix EAE1D 5.6.1: Achievement Chart - HOW to Make the Big Sale

Achievement Chart - HOW to Make the Big Sale

Appendix EAE1D 5.6.1

<p><i>Assessment Techniques: diagnostic - formative - summative .</i></p> <p><i>Strand: Oral Communication</i> <i>Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4</i></p> <p><i>Strand: Media Studies</i> <i>Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4</i></p> <p><i>Student Task: Presentation of an analysis and assessment of a television commercial or magazine advertisement</i></p>				
Categories and criteria	50 - 59 % Level 1	60 - 69 % Level 2	70 - 79 % Level 3	80 - 100 % Level 4
Knowledge/Understanding				
<p>The student:</p> <ul style="list-style-type: none"> - demonstrates knowledge of the characteristics of advertising - demonstrates understanding of information and ideas in print and television advertising - demonstrates understanding of the relationship between purpose and audience - demonstrates understanding of the uses and effect of advertising techniques, claims and appeals 	<p>The student demonstrates limited knowledge of the characteristics of advertising and limited understanding of information and ideas, the relationship between purpose and audience, and of the uses and effect of advertising techniques, claims and appeals</p>	<p>The student demonstrates some knowledge of the characteristics of advertising and some understanding of information and ideas, the relationship between purpose and audience, and of the uses and effect of advertising techniques, claims and appeals</p>	<p>The student demonstrates considerable knowledge of the characteristics of advertising and considerable understanding of information and ideas, the relationship between purpose and audience, and of the uses and effect of advertising techniques, claims and appeals</p>	<p>The student demonstrates thorough knowledge of the characteristics of advertising and thorough understanding of information and ideas, the relationship between purpose and audience, and of the uses and effect of advertising techniques, claims and appeals</p>
Thinking/Inquiry				
<p>The student:</p> <ul style="list-style-type: none"> - assesses magazine or television advertisements - applies inquiry skills to analyse advertisements, drawing own conclusions about their effectiveness 	<p>The student uses critical thinking skills with limited effectiveness and applies few of the inquiry skills</p>	<p>The student uses critical thinking skills with moderate effectiveness and applies some of the inquiry skills</p>	<p>The student uses critical thinking skills with considerable effectiveness and applies most of the inquiry skills</p>	<p>The student uses critical thinking skills with a high degree of effectiveness and applies all or almost all of the inquiry skills</p>

Communication				
The student: - communicates analysis and assessment of advertisements orally - communicates with a sense of the importance of group skills in oral presentations	The student communicates with limited clarity and with a limited sense of the importance of group skills	The student communicates with some clarity and with some sense of the importance of group skills	The student communicates with considerable clarity and with a clear sense of the importance of group skills	The student communicates with a high degree of clarity, with confidence and with a strong sense of the importance of group skills
Application				
The student: - uses knowledge of grammar and vocabulary - uses appropriate speaking skills and media techniques - uses audio-visual resources - makes connections between his/her consumer habits and analyses and assessment of advertisements	The student uses language conventions and speaking skills with limited accuracy and effectiveness , uses media techniques and audio-visual resources with limited competence , and makes connections with limited effectiveness	The student uses language conventions and speaking skills with some accuracy and effectiveness , uses media techniques and audio-visual resources with some competence , and makes connections with some effectiveness	The student uses language conventions and speaking skills with considerable accuracy and effectiveness , uses media techniques and audio-visual resources with considerable competence , and makes connections with considerable effectiveness	The student uses language conventions and speaking skills accurately and effectively all or almost all of the time , uses media techniques and audio-visual resources with a high degree of competence , and makes connections effectively
Note: A student whose achievement is below level 1 (less than 50 %) does not meet the required overall expectations for this task.				

ACTIVITY INFORMATION EAE1D 5.7

Grammar and Usage, Spelling and Punctuation

1. Time

150-180 minutes

2. Description

In this activity, students will employ note-taking skills at home as they view and listen to the media. They will search and research usage, conduct exercises in grammar, and develop puzzles to help with spelling. They will examine e-mail and Web site formats and develop a Web page of their own.

3. Strands and Expectations

Strand: Literature Studies and Reading

Overall expectations: EAE1D-LR-OE.1 - 2 - 4

Specific expectations: EAE1D-LR-For.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Str.1 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-LR-Inv.1 - 2 - 3 - 5 - 7 - 8 - 10 - 11 - 12 - 13 - 15 - 16

Strand: Writing

Overall expectations: EAE1D-W-OE.1 - 3 - 5 - 6

Specific expectations: EAE1D-W-For.1 - 3 - 5 - 6 - 7 - 8 - 11 - 12 - 13 - 14

EAE1D-W-Proc.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-W-Gram.1 - 2 - 3 - 5 - 7 - 9

EAE1D-W-Crit.1 - 2 - 3 - 4 - 5

EAE1D-W-Res.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

Strand: Oral Communication

Overall Expectations: EAE1D-O-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-O-For.List.1 - 2 - 3 - 4 - 5 - 6 - 7 - 8

EAE1D-O-Spea.1 - 3 - 4 - 5 - 6 - 9

EAE1D-O-Gr.Sk.1 - 2 - 3

EAE1D-O-Crit.1 - 2 - 3

Strand: Media Studies

Overall Expectations: EAE1D-M-OE.1 - 2 - 3 - 4

Specific Expectations: EAE1D-M-For.1 - 2 - 3 - 4

EAE1D-M-Inv.1 - 2 - 3 - 4 - 5 - 6 - 7

EAE1D-M-Crit.1 - 2 - 3 - 4 - 5

4. Planning Notes

- S reserve computer(s) with e-mail and Internet hook-up
- S collect exercises and sentence-combining texts
- S collect examples of jargon, clichés, etc.
- S reserve TV/VCR

5. Prior Knowledge Required

- S have knowledge of basics in spelling, grammar, verb tenses and punctuation
- S have vocabulary skills
- S have knowledge of usage and levels of language
- S have knowledge of sentence structure

6. Activity Instructions

Step A: Refining Mechanics of Verbs

Teacher: Prepares exercises for students to review: tenses and agreement (subject-verb). This is a diagnostic exercise.

Students: Complete the exercises, mark one another's work, assess their strengths and weaknesses.

Students: Request explanations and instructions from the teacher for help (if this is required).

Students: Follow up these exercises by reading, listening and viewing the various media. Using notetaking strategies students record their observations (homework exercise).

Students: Report their findings to the class on the following day. They may note the frequent confusion of subject-verb agreement in reporting specific examples from the media.

Step B: Spelling/Homonyms/Look-Alikes

Teacher: Administers a diagnostic spelling quiz.

Administers a second diagnostic quiz that test students' mastery of homonyms and words that lookalike.

Students: Write or respond to the quizzes. They share in the marking process. Then they assess their strengths and weaknesses in these areas.

Students: Develop strategies aimed at improving their spelling and their vocabularies: e.g., students keep a log of frequently misspelled words, develop acrostic puzzles, develop quizzes to test others.

Students: Develop vocabulary by generating a catalogue of homonyms/homophones: e.g., knew, new, gnu, etc. They exchange their lists with others and ask for definitions when they encounter new words.

Teacher: Requests that students play a detective game outside the classroom.

Students: Become "spelling detectives" noting misspellings that they observe: e.g., signs and billboards along the roadway, newspaper/magazine articles and advertisements,

- names of people, of places, of events in all forms of print (even on television and on Web sites).
- Students: Report their findings and exchange lists on the following day.
- Teacher : Explains that misspellings are premeditatively committed (sometimes) to attract attention. Puns are used for humorous purposes, etc.
- Students: Identify commercials or advertisements that use puns. They will identify the motives used by the perpetrators of puns.
- Teacher: Asks students to continue to uncover and to identify confusing words (spelling and look-alikes).
- Students: Prepare a “spelling police line-up” of look alike: e.g., where/were, as/has, affect/effect, etc.
- Students: Identify conflicts in French/English spellings: e.g., famille/family, responsible/responsible, etc.
- Students: Design quizzes or puzzles of their own to test other students.

Step C: Sentence Structure

- Teacher: Assigns sentence-combining exercises.
- Teacher : Reviews the various answers to combining groups of sentences.
- Teacher: Uses sentence combining exercise to review rules of punctuation (commas and semicolons)
- Teacher: Uses sentence combining exercises to review types of sentences: e.g., main ideas or principal clauses be subordinated.
- Students: Refine their use of punctuation. They also must learn to discriminate between main and secondary ideas.
- Students: Review writing from their folders. They highlight short sentences that they could combine. They incorporate sentence-combining strategies into the writing process (current or future).
- Teacher : Scrambles a sentence and ask students to put the pieces together in a coherent way.
- Students: Use their knowledge of the rules of punctuation and capitals to unscramble the sentence and to rewrite it coherently and logically (this exercise may be repeated from time to time).

Step D: Usage

- Teacher: Tests students on connotation and denotation:
e.g., (i) teacher asks students to write words that they associate with the word “red”
(ii) teacher asks students for a definition of the word “red”
- Students : Play the word-association and definition game. They discover meanings of words; they learn to distinguish between connotative and denotative meanings.
- Teacher: Instructs students to differentiate between literal and figurative meanings.
- Students: Identify a number of examples of phrases with literal and figurative meanings. In groups, students generate a number of words or phrases and provide literal and figurative meanings for each.
- Teacher: Explains the terms “standard” and “non-standard” English.
- Teacher: Provides examples of these (see grammar sections of most textbooks).
- Students: Identify and recognize examples of non-standard and standard English in speech. They draw up a list of these while working in groups.

Students: Identify examples of non-standard English for homework as they listen to the various media that night. They exchange examples while working in groups the next day.

Teacher: Explains any examples that students find difficult.

Step E: The World of Computers

Teacher: Asks students to develop and observe courtesies of e-mail.

Students: Discuss and establish guidelines that would regulate the length of e-mail messages.

Students: Discuss the creative spellings that have been fostered through e-mail communications.

Students: Compose a text (a message with information) to be transmitted to the teacher. The text is hand-written by the students (as this exercise will foster too many transmissions). Students, who do not have access to this technology may be instructed in its use if there is access to the facility within the school.

Teacher: Asks students to compile a vocabulary list of words that have been generated since the advent of computers and accompanying technologies.

Students: Compile these lists while working within their groups. They exchange their lists with others while adding to their own and seeking definitions and explanations.

Teacher: Explains or invites an expert (student or member of the community) to explain Web sites.

Students: Learn the function, purposes, formats, and procedures for developing a Web site.

Students: Develop their own Web sites. They use their biographies for content.

Students: Submit a copy of their Web sites (printed or hand-drawn) to the teacher for display purposes.

Students: Assess the various copies and write comments to the authors of the Web sites.

Step F: Grammar

Teacher: Explains how a word may have several meanings and the same word may function in different ways: e.g. “group” may function as a noun, as a verb, or as an adjective).

Students: Identify words (from the classroom) that have different parts of speech. Within their groups, they explain the various meanings and parts of speech. They exchange lists with other groups.

Students: Identify words that, through usage, have become a different part of speech: e.g. a noun that has become a verb: “access”.

Students: Examine the world of technology to discover new words that have been added to the English language: e.g., bytes, Internet, etc.

Teacher: Reviews pronouns while on the topic of parts of speech.

Students: Complete exercises involving agreement: e.g. agreement in number of pronouns and their antecedents, and agreement in number of subject and verb.

Students: Review their answers with the teacher’s help.

Students: Listen to the media and note any errors they perceive in what they hear. Students may detect confusions: e.g. adjective/adverb in “he shoots good”. (Enriched or advanced students may want to examine the disappearance of the adverb from the English language.)

Step G: Pot-Pourri

- Teacher: Asks students to research usage in a list of words that are frequently confused or incorrectly employed: e.g. susceptible/vulnerable; disinterested/uninterested; affect/effect; aggravated/annoyed; etc.
- Students: Research one pair of words each and report their findings to the class.
- Teacher: Asks students to identify jargon, gobbledegook, etc. that they overhear in the media.
- Students: Prepare lists of words and phrases that they hear in the media. They share their lists with other groups.
- Teacher: Provides examples and an explanation of clichés, and asks students to find examples from the media.
- Students: Compile a list of clichés they have heard in the media. They share their lists with other groups.
- Teacher: Collects essays, newspaper and magazine articles on usage, jargon, clichés, etc. The teacher reproduces the best of these articles and asks students to read these.

7. Assessment/Evaluation Techniques

In this activity, the teacher uses the following assessment strategies:

Strategies	Skill Evaluated	Type of Strategy	Assessment Tool	Evaluation
Step A	verb tenses, agreement with subject	individual	exercises	diagnostic
Step B	spelling, homonyms	individual and in groups	quizzes and lists	diagnostic, formative
Step C	sentence combining	individual and in groups	exercises	formative
Step D	usage	individual and in group	observation	formative
Step E	e-mail	group, individual	checklist	formative, peer assessment
Step F	grammar	in groups	exercises, lists	formative
Step G	usage	individual and in groups	lists	formative

8. Resources

In this activity, the teacher selects from the following resources:

Pedagogical

FOWLER, H. W., *A Dictionary of Modern English Usage*, 2nd ed., Toronto, Oxford University Press, 1968.

ROBINSON, BAILEY, BARTEL, BEATTIE, COLBORNE, TOWNSEND, and WOOD, *Bridges 4*, Toronto, Prentice-Hall, 1987.

ROBINSON, BAILEY, BARTEL, BEATTIE, and TOWNSEND, *Bridges 3*, Toronto, Prentice-Hall, 1986.

Human

S guest (student or member of the community) who has an expertise in the subject of computers.

Material

S computer, magazines and newspapers

Technological

S TVOntario listings

S Internet

S E-mail software

9. Appendices

(space reserved for the teacher to add his/her own appendices)